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ABSTRACT

This curriculum guide consists of course modules for instruction at the secondary level. Each module contains a concept title, major generalization, behavioral objective, subgeneralizations, list of learning experiences, and resources. The courses are entitled: Adult Living, Bachelor Survival, Foods and You, Home Decor, Personal Finance, Teen Clothing, and Young Child. A bibliography of books, pamphlets, films, filmstrips, transparencies, kits, journals, and teacher references is included. (NJ)

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CONOMICS SEMESTER MODULES

Adult Living
Bachelor Survival
Foods and You
Home Decor
Personal Finance
Teen Clothing
Young Child

Final Report
Project No. 23-2041
The Vocational Act of 1968
Public Law 90-576, Part F

prepared by
The Lehighton Area School District
for
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Pennsylvania Department of Education

VT 103 448

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ACKNOWLEDGEMENTS

This Consumer and Homemaking Part F proposal is an outgrowth of a previous district proposal initiated and implemented by Mrs. Marian Rumfield. After the death of Mrs. Rumfield, the Home Economics teachers reviewed her materials and utilized portions of the developed curriculum. Home Economics teachers of neighboring school districts analyzed and reacted to segments of the materials.

Home Economics teachers Lois Dahlberg and Sandra Kokinda developed the semester courses in consultation with Dr. Laura Halliday, Vocational Consultant, Home Economics, Pennsylvania Department of Education.

The guidance of Superintendent M. Eugene Hutchinson and Principal Gordon B. Ripkey was deeply appreciated.

OVERVIEW

Pressures of today's society place a greater number of decisions on individuals and families. These pressures encompass personal and family relations, one's interactions with family members and with individuals in society as well as one's needs for clothing, food, shelter, recreation, and other services. The basic philosophy of Home Economics Education is concerned with family membership and home environment. Specific discipline goals are such that they provide factual information for individuals to make decisions in coping with societal pressures. As the Home Economics discipline is becoming a more acceptable phase of the total educational program, more students are being assisted in defining their role as an individual and family member.

This publication is designed to share with other Home Economics educators the semester courses which are to be used as a means of reaching more students. It is recognized that although this approach is workable in Lehighton Area High School it may not be acceptable in another high school. Also, subject matter content, emphasis, learning experiences, and resources will vary from school to school.

In Lehighton Area High School students generally enroll in a one year comprehensive course prior to electing semester offering. This discovery period allows students to identify their areas of interest and weakness. In this course students are exposed to the following five areas of concentration:

Human development and the family, including child development

Home management, family resources and consumer decisions

Foods and nutrition

Textiles and clothing

Housing and home furnishings

Having completed the comprehensive program, the students may choose in-depth semester courses that will meet their individual needs. These depth courses when clustered become a phase of the Vocational Home Economics program. Students electing a variety of semester courses gain insight into specific subject matter areas.

Curriculum materials for the semester offerings developed were used during the 1972-73 school term. The Home Economics teachers through student pre-testing were able to eliminate or place greater or lesser emphasis on content planned. Teachers were then able to evaluate the materials in keeping with student reactions. The materials were then refined for publication.

Home Economics teachers who plan to use the semester course offering presented should view the materials as a guide to meet the needs of the school, class, and individual student. Semester courses offer greater flexibility for individualizing programs for each student. Clustering semester courses to meet Vocational Home Economics requirements is a different approach that should enhance programs and expand vocational enrollments.

ADULT LIVING

Concept I - Values and Goals in Relation to one's Future.

Major Generalization - Every known society, community, family, and individual has values which give direction to behavior and meaning to life.

Behavioral Objective - Given a case study to analyze, the student will describe the significance of values and goals in personal and family development.

Sub Generalizations	Learning Experiences	Resources
Values are learned from early experiences and continued experiences in the family with peer groups and in the community.	Individual instruction. "Values and Goals". View transparencies on Values and Goals. Individual report. Values and Goals - Influence on behavior. Introduction of Value clarification Complete check lists Group discussion	Transparencies - 3 M. Relationships, Westlake, p.p. 3,5,7, 116-118 Kit, An Introduction to Value Clarification , J. C. Penney Co. Inc. Educational Service
Each person's behavior is influenced by attitudes, values and interpretations of his environment that he has accumulated through his experiences.	View filmstrip and complete activities: "Awareness, Insight into People."	Kit, Awareness, Insight into People, J. C. Penney Co., Inc. Educational Services.
The rank order of an individual's family's values may vary in different situations.	Analysis of case studies as to values influencing situations.	Teacher provided materials.

Concept II - Male and Female Roles in Society.

Major Generalization - The roles of males and females are both basic and changing.

Behavioral Objective - The student will orally describe the roles of men and women in today's society.

Sub Generalizations	Learning Experiences	Resources
Each individual's interpretation of his role and of other family members influence his interaction within the family.	Pretest-students list traditional roles of male and female to be used in later discussion. Discussion: "The Father will be the sole provider for the family while the mother remains home to do homework".	The Illinois Teacher, Vol. X No. 1, Fall 1966-67
Because of technological advances the old roles distinction between men and women have no place in todays society.	Students identify some developments which have influenced the family, such as: a. less production in the home. b. more work saving appliances. c. more leisure time.	Alabama Resource Guide, Human Development and the Family, April 13, 1971
	Analysis of case studies relating to men's and women's changing roles in our society. Students discuss "we live in a world of change." Identify these changes which human beings direct such as: 1. changes in social customs. 2. politics. 3. art 4. literature 5. education 6. values 7. ideals	The Developing Child, Brisbane, Introductory Homemaking, Cross

Concept III - Functions of the Family

Major Generalization - Although families function in different ways, the family is universal because it meets the needs of mankind.

Behavioral Objective - The student will make comparisons in the different stages of family life to those of their own families.

Sub Generalizations	Learning Experiences	Resources
The family is the most basic unit of our society. Any family may have members at different stages in the family life cycle.	Written descriptions of main physical structure of families. Individual Instruction: The Family Life Cycle View Family Life Cycle transparencies.	Introductory Homemaking, Cross, Chapter 5 HELPS "The Family Life Cycle" AHEA 1018 Transparencies, The Family Life Cycle, Classtoons, Scholastic Services
All age groups have problems pertinent to their position in the family cycle. a. Childhood - Security , love attention. b. Youth - Independence c. Early Adult - Choosing Mate d. Middle Age - Problems of Younger Children and Older Parents. e. Old Age - Health, Security, finances	Study a family where there are 3 or more generations living under the same roof: 1. What are some of the problems. 2. What are some of the rewarding experiences. Role-play different family problems. 1. Show reactions of different individuals to situations: a. disappointment - mature and immature individuals	Teacher and students provided materials.
The successful family fulfills the basic needs of all members. Some type of family is important to each individual.	Develop through class discussion the fundamental needs: 1. Everyone wants to feel wanted or valued by others. 2. Each person needs the satisfaction of knowing that in one activity or part of life he is successful.	Personal Adjustment and Family Living, Landis and Landis, p.p. 15-19

Sub Generalizations	Learning Experiences	Resources
	3. Everyone needs companionship of others. 4. We all need new experiences, or adventures if we are to keep growing.	
	Discuss current movies to illustrate: Love Story Ben Summer of '42	Current movie themes.
The family cycle has been divided into four stages: 1. beginning 2. expanding 3. launching 4. contracting	List families students know that fit into the four periods of the family cycle. Discuss needs at each level. What period seems most difficult? Why.	Thresholds to Adult Living, Craig, p. 244 Family Living, Duval, p. 353

Concept IV - The Family As A Unit.

Major Generalization - Each family is different and should develop and maintain wholesome relationships within the group to fit the standards and patterns of living.

Behavioral Objective - The student will keep a diary describing family problems which arise and listing four or five ways in which the problems were resolved.

Sub Generalizations	Learning Experiences	Resources
Each family develops its own pattern of living.	Students will discuss family situations found on T.V. programs to help make them aware of their own family situations.	Television
	View Film - "Families First."	Film,"Families First" New York State Department of Commerce
All families have problems.	Students will become involved in a discussion with a social worker on family problems and types of assistance available.	Social Worker
Everyone can use support from other family members. Family unity results from mutual concern.	List ways in which each member gives support to the family. Describe several examples of physical support given to another family member.	Introductory Homemaking, Cross, p. 112 Family Living, Duvall p. 127
	How are family unity and mutual concern interrelated?	Introductory Homemaking, Cross, p. 114
Societial trends impinge upon family life today and will continue to do so in the future.	Discuss how social trends infringe upon family life: 1. mobility 2. women's lib.	

Concept V - Sex roles of male and female.

Major Generalization - Males and females are differentiated not only by biology alone but also by sex role typing and identification with male and female subcultures respectively.

Behavioral Objective - The student will understand the male-female role and its importance in dating.

Sub Generalizations	Learning Experiences	Resources
There are natural physiological processes common to all human beings.	Outline the changes that take place in puberty in both sexes. Invite school doctor or nurse or marriage counselor to class to answer questions of students.	Human Reproduction S.I.E.C.U.S. Publications Office 1855 Broadway New York, New York Local doctor, gynocologist, or nurse.
Children reach puberty in early teens. Adolescents need to understand and to cope with sexual desires until ready for marriage.	Discussion: How did your own sex attitude develop?	
Men experience their greatest sexual drives in late teens.	View filmstrip: Human Reproduction.	
Sex classification is important in all societies as a social and economic fact, not merely a biological reality.	View filmstrip: Sexual Values In Society.	Your Marriage and Family Living, Landis, McGraw-Hill Book Co. 1969

Concept VI - Dating and the American Adolescent.

Major Generalization - Dating is the American adolescent's favorite form of recreation: in our culture where youth rather than parents do the choosing it is also a training period for mate choice.

Dating problems are the characteristics problems of teen culture centering about the use of cars, sex, liquor, drugs and smoking.

Behavioral Objective - The student will list the qualities of a good date.

The student will discuss dating problems involving sex, drugs and alcohol.

Sub Generalizations	Learning Experiences	Resources
Dating contributes to marriage.	Both male and female make lists of qualities-they like in a date-collect and summarize.	Personal Development Marriage and Family Living, Landis and Landis, 1966
Dating is a period of establishing a greater independence from parents.	How did your parents accept your beginning to date? What guidelines did they set for you? Did they set hours to be in? Standards of behavior?	Teen Guide to Homemaking, Bardlay and Champion
Dates are more enjoyable if they are with people who have values similar to your own.	What is a good date? Use check list and compare with other class members.	Thresholds to Adult Living, Craig
Learning to consider another person's preferences and feelings is necessary for successful dating as well as for a happy marriage. Research on high school dating shows that parents usually set a time to be in at night, limit nights out and help decide whom daughter will date and restrict places where teens may go on date.	Panel discussion (co-ed) on dating problems in community. Describe danger signals in relationships.	When You Marry, Duvall - Hill

Sub Generalizations	Learning Experiences	Resources
Sex morality becomes major issue of dating period with "drawing the line" usually left up to the girl. The double standard still exists with the male sub-culture being tolerant of male sexual ventures but neither male or female subcultures being tolerant of females violations of mores.	Brainstorm: How to put on the brakes? Classtoons: Why is dating an important part of human development? How do young people's attitudes toward dating and marriage differ from adult attitude.	Scholastic Magazine 904 Sylvan Avenue Englewood Cliffs, N. J. Your Marriage and Family Living, Landis, 1969
Dating contributes to the wise mate selection even though marriage maybe in the far rather than the near future. The sex problem which brings into conflict inborn drives and social codes is the greatest one in American dating.	Can sharing a wide variety of activities increase understanding. What will you seek in a mate? The right one for you? Filmstrip: Dating Problems of Older Teens, Part 1 & 2	Enjoying Family Living, Cross Family Living, Duvall Filmstrip: J. C. Penney's Company Inc. Educational Department
There is no good solution to out of wedlock pregnancy, abortion, forced marriage, birth-adoption, all involve heavy personal and social costs.	View film: Phoebe, discuss situation shown. Role pla-: Phoebe and Paul discussing what to do about her pregnancy. Class outline alternatives open to Phoebe: 1. evaluate these options 2. teacher suggests sources of help in community with cooperation of and with parents. View film: "I'll never get her back". Discussion - situation shown.	Film, Phoebe, Easton High School Library, Easton, Pa. Film, I'll Never Get Her Back, Capitol Assoc Bldg., Room 313 901 N. 7th St. Pa. Dept. of Welfare Harrisburg, Pa.

Sub Generalizations	Learning Experiences	Resources
Veneral Disease is greatly on the increase in the nation, particularly among young teens.	Helps- "Shhh--you musn't say that naughty word." How might rejection by society be experienced by a couple who choose to ignore social pressures?	HELP's Packet
Drugs and alcohol are also problems involved with dating. Steady dating has various meanings.	Round table discussion of problems in dating Make class survey to find out the % of students who have steadies, approve or disapprove of steady dating # of dates desirable/week and when, whether or not dating interfers with school work activities most frequently engaged in on dates.	Married Life, Riker and Brisbane, 1970 Your Marriage and Family Living, Landis

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Concept VII - Perspective and wise choice for mate.

Major Generalization - In our culture where the success of marriage is measured by the happiness of the participants and where youth choose the own mates, guides for mate choice are needed.

Research makes possible the prediction of success or failure in a marriage with some degree of accuracy thus providing some guides for mate choice.

Behavioral Objective - The student will develop a criteria for use in choosing a mate.

Sub Generalizations	Learning Experiences	Resources
The choice of a marriage partner affects one's entire future.	Students view series of films on preparation for marriage to initiate buzz session and analyze films.	Preparation for Marriage, J. C. Penney Company, Inc.
Serious dating known as courtship can result in still deeper understanding of your own relationship to a very special person.	Why is having similar goals and ambitious at the courting period important? To what degree does individual level of maturity affect understanding. Is it love? Bring original definition, favorite poem, record, painting or picture- summarize meaning of love. Discuss Romeo and Juliet or Love Story-was this love or physical attraction? How does one know the difference.	Enjoying Family Living, Cross Married Life, Brisbane Movies
Differences in religion, customs, etc., may or may not matter in choosing a mate.	Discussion of problems which could result from differences. Invite local clergy to discuss aspects of different religions.	Local Clergy

Concept VIII - Engagement and preparation for Marriage.

Major Generalization - Engagement, the final stage of commitment of a pair to each other prior to marriage, is a period for testing the relationship to see whether it has prospects of enduring.

The wedding is a ceremonial of public commitment but it requires a state license since it presupposes a new family.

Behavioral Objective - The student will demonstrate the importance of decision making as a couple during the engagement period.

The student will list the state requirements before a marriage license is issued.

Sub Generalizations	Learning Experiences	Resources
The engagement period is a decision making time.	How do differences in goals and values affect decision making? List some decisions that are made during the engagement period. Analyze why it is necessary to begin making decisions as a couple. How can the engagement period help in adjusting to marriage?	Enjoying Family Living, Cross When You Marry, Duval Hill
The importance of discussing key matters before marriage requires mature understanding		
A wedding should be planned in keeping with one's income, way of living and personal desires.	Who makes the decision as to who will marry you, where, type of wedding, etc.? Why do we say a religious ceremony contributes to a successful marriage? Debate: A person marries not only a person but also a family. How much should you spend? What kind?	Thresholds to Adult Living, Craig

Sub Generalizations	Learning Experiences	Resources
The legal requirements vary from state to state.	Do you know the illegal requirements for Pennsylvania? Obtain information from a lawyer or county official. Debate: All applicants for marriage licenses should be required to pass a mental test for competence.	Attorney County Official

Concept IX - Marriage Adjustment.

Major Generalization - Modern marriage is an adjustment with major adjustment between mates coming during the early years of marriage.

Behavioral Objective - The student will gain an understanding of the adjustments of a newly married couple.

Sub Generalizations	Learning Experiences	Resources
You want your marriage to succeed.	List factors that make for success in marriage.	Classtoons, Scholastic Magazine
	What social changes have had a great effect on marriage?	Family Living, Duvall
Most marriages are happy.	Offer statistics to prove this statement. Why do we say "A happy marriage is an accomplishment?"	Personal Development Marriage and Family Living, Landis and Landis
All marriages require adjustment. View marriage in broad prospective as influencing one's whole life.	How may personal habits affect marriage adjustment? What factors contribute to an easy adjustment to married life? Must each partner be prepared to make compromises?	
	What is the relationship between adjustment during engagement and adjustment during marriage?	
	How might a woman's marriage expectation differ from a man's? Do the marriage problems of men and women differ?	
	How might a couple resolve their conflicts?	

Sub Generalizations	Learning Experiences	Resources
	In what areas should there be an agreement between a man an woman before marriage? How essential is the ability to communicate to a successful marriage.	
Adjustment takes time.	Should we be surprised that it takes time to work out adjustments in marriage? Explain.	Personal Development, Marriage and Family Living, Landis and Landis
	Why must we be realistic? Why do we resist change? Is adaptability an asset in marriage? What results when partners in marriage cannot adjust or refuse to do so? What are some of the real reasons for divorce? Why is divorce hard on children? In general, what can young people do to better their chances for a permanent and happy marriage?	Thresholds to Adult Living, Craig
	Make a poster for display in class which brings out the chief factors making for an increase in divorce.	
	What holds a marriage together?	

Concept X - Personal and Family Economics.

Major Generalization - The financial security of a family is one of the keys to family happiness.

Behavioral Objective - The student will define how money problems threaten family security.

Sub Generalizations	Learning Experiences	Resources
Money problems arise in some measure in almost every marriage. Difficulties with the family income may be summarized: 1. Many families just do not have enough money to meet all their real needs. 2. Some couples are unable to agree on how to spend the money they do have. 3. Many married people cannot decide who should control the spending.	Initiate discussion by using the film first. What are the three main types of problems that people have in handling family income? Discuss the Alice-Tom problem (p. 253-255). View film: "The Money Tree". Discuss problems: 1. Lack of financial knowledge 2. Cost of pregnancy	Film: "Managing the Family Income", Household Finance Personal Adjustment, Marriage, and Family Living, Landis and Landis, pp. 253-256
Handling the family income depends upon the intelligence with which people approach the task and the understanding they have of themselves and their mates.	Use the list on p. 259 to analyze your attitudes in connection with family spending. Check those with an (a) before those you think absolutely essential, (b) before those that are important but not essential, (c) before those that could well be eliminated for the sake of economy. Compare your rating with your friends. How many agree? Discuss these items. Why might a girl enjoy a "free spender" before marriage but be quite unhappy married to him? Discuss some common contrasts in what families value.	Personal Adjustment, Marriage and Family Living, Landis and Landis, p.p. 256-259

Sub Generalizations	Learning Experiences	Resources
If two people are in agreement on how they are going to use their money, it will make little difference which one has more responsibility in the spending.	Debate: "Resolved: That the husband should control the family purse". Who controls the spending of money in your family? Can you suggest another system that might work as well or better? Cite evidence that the wife should take greater responsibility than the husband for the spending.	Personal Adjustment, Marriage and Family Living, Landis and Landis, p.p. 259-261
Running a household is a business.	List several justifications for a spending plan. Why do some couples become disillusioned about spending plans?	Personal Adjustment, Marriage and Family Living, Landis and Landis, p.p. 262-265
	Formulate a budget for a young couple keeping house on an income of $330 per month. Check on average costs of housing, food, utilities, clothing in your area. Make your spending plan as realistic as possible.	
Most families, at some time or other, find it necessary to borrow in order to meet emergencies or unexpected obligations.	Why should you "shop for credit" if you are in financial need? How do you account for the large difference in interest rates?	Personal Adjustment, Marriage and Family Living, Landis and Landis, pp 273-275 Today's Home Living, Hatcher and Andrews, p. 113
Installment buying is a means of borrowing.	Discuss importance of careful investigation before installment buying. Why is it important for a family to keep a good credit rating?	Film: "Installment Buying", Coronet Personal Adjustment, Marriage and Family Living, Landis and Landis, p.p. 274,275 Today's Home Living, Hatcher and Andrews, p.p. 112, 113

Sub Generalizations	Learning Experiences	Resources
The chief purpose of life insurance is protection rather than saving.	What are the two purposes of life insurance? Which is the real function? What determines your insurance needs? Give the names of the chief types of insurance available. What are the advantages of each, the disadvantages? Which policies stress protection? saving? Should the average family carry insurance on all members? Explain. Give several points that should be remembered when one buys life insurance. Call in an insurance man to go over the various types available and to answer any questions of class members.	Film: "Sharing Economic Risks", Coronet Personal Adjustment, Marriage and Family Living, Landis and Landis, p.p. 276-282
	Hear about insurance from insurance agent. Discuss automobile insurance. study about personal insurance. Explore health insurance, see filmstrip and assess a 19 year old's position now and later.	Filmstrips: Health Insurance, Blue Shield Resource Persons: Automobile Insurance Agent Real Estate Agent

Concept XI - Responsibilities of Parenthood.

Major Generalization - Children bring great pride and joy to their parents, yet they also place financial and personal strains upon a marriage.

Behavioral Objective - The student will discuss how the responsibilities of parenthood contributes to the development of the child.

Sub Generalizations	Learning Experiences	Resources
Education for pregnancy and parenthood help couples understand each other during pregnancy.	What are some communities doing to educate prospective parents? Why have many old wives' tales and superstitions about pregnancy and childbirth survived?	Personal Development, Marriage, and Family Living, Landis and Landis, p. 304 The Developing Child, Brisbane and Ricker, p. 12
When children are wanted, a child is a great joy.	The student will take a pre-test on Sex Education. The student will view filmstrip listed. Questions taken from the "Question Box" will be the basis for class discussion. Study the changes which occur during pregnancy.	Films - "Girl to Woman" "Boy to Man" Filmstrip - "Human Reproduction."
New and different adjustments will be required of the parents after the new baby arrives.	Why may new adjustments be needed after the baby arrives? Explain. What signs of immaturity are sometimes displayed by new parents? What kind of climate does this give the child? What benefits are derived when fathers take a greater share in training and caring for children?	Personal Development, Marriage, and Family Living, Landis and Landis, p.p. 305,307 The Developing Child, Brisbane and Ricker, p. 27

Sub Generalizations	Learning Experiences	Resources
	Discuss the emotional and social adjustment to be made by each mate during pregnancy. Discuss need for education of father during wife's pregnancy.	The Developing Child, Brisbane, Chapter 7, Unit 4 Living and Learning With Children, Smart and Smart Thresholds to Adult Living, Craig, p.p. 261-264
The role parenthood is a cooperative game of husband and wife, where social and financial sacrificies should be met willingly.	The students will have a panel discussion on the roles male and female play in marriage. Write paper on "punishment or discipline". Consider how the family roles and responsibilities provide for the needs of the new child. Outline and discuss, "Socialization goals". Write a letter to yourself to be opened at the birth of your first child, reminding yourself of all you want to dl and be as a parent.	Married Life, Brisbane Chapter 2, p.p. 33-40 Your Marriage and Family Living, Landis, Chapter 12, p. 241 When You Marry, Duvall, Chapter 14
	View transparencies: Responsibilities of Parenthood. Have student collect "Dear Abby" (or such) columns from newspapers which pertain to this topic. Such aid in stimulating class discussion.	Classtoons: Responsibilities of Parenthood Scholastic Magazines
The greatest contribution you can make as a parent is "be nice to your children", helping the children grow to be independent, responsible, well-adjusted.	Parents can supply good will, patience, kindness, sympathy, tolerance, plus food, clothing, shelter, fresh air, and tender loving care. The more you know about the changes age brings to body and behavior, the better job you'll do in bringing up children.	Child Care and Development, Ames, p. vi-vii. The Developing Child, Brisbane and Ricker, p. 464

BACHELOR SURVIVAL

Concept I - Management of Time and Energy

Major Generalization - Proper management of time and energy can lead to more efficient accomplishment of tasks.

Behavioral Objective - The student will prepare an essay, demonstrating that he recognizes and can practice the techniques of managing time and energy as they apply to daily life.

Sub Generalization	Learning Experiences	Resources
Management means planning to achieve goals.	Select some transparencies from these 3 on management and use them to lead into a discussion on saving time and energy. Who is the most efficient person in your household? Define efficient. Is it true "A woman's work is never done"? Why does the saying fit some women and not others?	3M-Transparencies 1. Energy Management 2. Organizing Time To Achieve Goals 3. Intangibles in Home Management
Work simplification involves defining work to be done and finding simpliest, easiest, and quickest way to accomplish this.	Plan a household or outdoor task. Made a time and work plan. Follow it exactly. Evaluate the success of the plan. How could it be improved? Make a checklist of a good plan. Read all or parts of Cheaper By The Dozen. Discuss his management of time and energy. What are some everyday situations where planning of time and energy would be beneficial? Have different pictures, school, kitchen, shopping, bedroom, etc. as suggestions. Have an unstructured role play situation, Sue and Mary decide to have a party tonight. Can it be done? If not, why not? What planning needed to be done in advance?	Housing and Home Management, Lewis Burns, Segner, Ch. 6. Cheaper By the Dozen, Gilbreth and Carey.

Concept II - Resources, Decision-making.

Major Generalization - Everyone has resources to use in his daily decision-making.

Behavioral Objective - The student will demonstrate through class discussion an understanding of effective management involving problem-solving and decision-making.

Sub Generalizations	Learning Experiences	Resources
Resources are everything we have that can be used to reach some goal.	Review resources - human and material. Use visuals to review and discuss materials. Intangibles: Sense of humor, Creativity Enthusiasm, Open-mindedness Dedication, Discipline Generosity, Foresight Willingness to Change Time, Skill Energy, Attitude Knowledge, Manner	3 M. Transparency - 15-3543-4
Each person has his own resources, unique to himself.	Background reading about resources, What resource have you that is distinctly idfferent from your sister, mother, girlfriend, father, brothers?	Introductory Homemaking, Cross p. 190
The Use of resources is determined by one's values, goals, standards and management.	Prepare a bulletin board showing a teenager viewing a set of scales weighing resources, needs, wants. Title: "How will it balance?" Why is it not possible for everyone to have all they want and need? Why must the scale balance? Use a simple case study as a basis for discussion of resources, needs and values and goals.	

Sub Generalizations	Learning Resources	Resources
Resource use varies with personal, family and community circumstances.	View filmstrip to aid class discussion. How do you use the resource time? Your family's use? How does the community offer resources you can use?	Filmstrip - "Getting the Most out of your Day". McGraw-Hill
Management is the process of using your resources (wise choice making).	View transparencies to initiate discussion.	3 M. "The Rational Decision Making".
Previous choices affect present decisions.	Illustrate with an experience you've had recently, in which your decision was based on previous experience.	
Everyone must make decisions daily.	List, thru discussion, the steps in handling effectively a problem: a. State problem b. Consider your choices c. Determine when a decision has to be made. d. Secure all information you can find to make the best possible choice. e. Make your decision and act. f. Judge results and accept responsibility for the decision you made	Introductory Homemaking, Cross

Concept III - Money Management

Major Generalization - Wise money management can aid one to meet financial goals.

Behavioral Objective - The student will demonstrate his understanding of the value of money management and apply this to daily life, by developing a spending plan.

Sub Generalizations	Learning Experiences	Resources
Decision making in money spending can lead to desirable or nondesirable consequences.	Use "In Basket Items" for money management changed a little to apply to boys. Discuss the results. Did you spend your money wisely? Why or why not? How did you make the decisions? Have students select some item or service -- rug cleaning or baking a cake and investigate the price difference in having it done and doing it yourself, include a study of time and energy. If possible, do it both ways and evaluate the difference. Discuss which way they would choose and why.	In Basket Items For Freshman-Money Management, Mary Jo Clapp
Personal goals determine a plan for spending.	Buzz session on goals, short and/or long range, values, satisfactions. Define each. Are your goals attainable? Why is money usually required to obtain goals?	Introductory Homemaking, Cross, p. 240 Enjoying Family Living, Cross pp. 210-216
A record of spending can be a basis for wise planning.	List factors which influence your pattern of spending. Develop your own spending plan, using classifications such as past, current, near-future and future satisfactions. Decide upon your own time schedule, dependent upon when you receive your allowance or money.	Introductory Homemaking, Cross p. 242 Teen Guide to Homemaking, Barclay and Champion p. p. 196-200 Personal Adjustment, Marriage and Family Living, Landis and Landis, p. 262

Sub Generalizations	Learning Experiences	Resources
By planning a method of spending your money income, you will receive much satisfaction from the goods and services you purchase.	Example of categories: 1. Past satisfactions - had been enjoyed in the past. a. loans for durables. b. loans - nondurables. 2. Current satisfactions a. dates b. magazines c. movies d. snacks e. church donations f. school lunches g. shampoo h. hair cuts i. sports activities j. sports events 3. Near-future satisfactions a. clothing b. gifts c. savings for near-future events d. yearbook e. season tickets for sports events f. eye glasses g. contact lenses h. records i. sports equipment 4. Future satisfactions a. car b. auto repairs c. phonograph d. typewriter e. loans for durables f. savings Are there other ways of setting up spending plans? Illustrate for class.	Teacher provided.

A. EXAMPLE: SPENDING PLAN

ITEMS	INCOME			EXPENDITURES		Time Period CARRY-OVER FOR EMERGENCIES
		Past Satisfactions	Current Satisfactions	Near-future Satisfactions	Future Satisfactions	

B. SPENDING PLAN

	Jan.	1	2	3	4	Time Period
I. Income						
Allowance						
Earnings						
Gifts						
Loans						
Total Income						
II. Fixed Expenses						
Lunch						
Transportation						
School Supplies						
Clothes						
Church						
Contributions						
Total Expenses						
III. Flexible Expenses						
Entertainment						
Snacks						
Cosmetics						
Personal Grooming						
Gifts						
Club Dues						
Personal Accessories						
Repairs						
Others						
Total Expenses						
IV. Savings						

Sub Generalizations	Learning Experiences	Resources
A spending plan is flexible.	Why should a spending plan be flexible? What emergencies might require you to spend money? What happens if you cannot balance your spending plan? Do you need revisions in your spending plan?	Introductory Homemaking, Cross p. 241
Money management is a skill to be developed and used throughout a lifetime.	Analyze the advantages of a spending plan; the disadvantages. Divide the class into family groups of 3-4 people, have each group develop a spending plan for a specific monthly income. Write the spending plan on a long sheet of paper and attach to the wall so all can see at one time. Analyze differences and similarities.	"A Date with Your Future" - Institute of Life Insurance 277 Park Avenue New York, N. Y. Management for Better Living, Starr, p. 386 Your Life in the Family, Rhodes, Samples, p. 381
Family cooperation contributes to wiser decisions in using the family resources.	Review the steps in decision-making. Through role playing and buzz session, demonstrate your understanding of a spending plan as a tool to illustrate your responsibility in handling your share of the family income.	
Wise management of money can stop "leaks" in the family spending plan.	Study habits of spending you or your family have developed to locate where it is possible to cut costs.	3 M. Tranaparencies - 15-3542-6 "Stopping Leaks in Family Spending"
Care of possessions can stop some of the "leaks".	Role play the correct method of handling small appliances, clothes, food, etc. Evaluate your earnings by completing your spending plan and demonstrating the need for wise management of your resources to meet your goals.	Introductory Homemaking, Cross, p.p. 235, 244, 252

Concept IV - Significance of Foods, Relevant to Bachelor Living.

Major Generalization - A. Understanding recipes is of primary importance in food preparation.
B. Efficient work habits and organization of procedures makes meal preparation safer and saves energy and time.

Behavioral Objective - A. Given a simple recipe the students will demonstrate their understanding of measurements, cooking terms and equipment, by preparing a quality product.
B. The students prepare a meal implementing good work habits, organization and appropriate table setting.

Sub Generalizations	Learning Experiences	Resources
Standards for measuring are important to successful food preparation.	Students practice measuring food commodities. Discuss the importance of accuracy. What does a recipe tell you.	Pass out sheets on measurements, cooking terms and equipment, teacher prepared.
An understanding of cooking terms is basis to preparing food.	Have steps to cooking lesson written, one on each slip of paper. Each student will arrange them in what he thinks is the correct order. Have a volunteer write his on the blackboard. Discuss differences and prepare a checklist. What is the value of a checklist? Save time? Energy? Where else would planning ahead be beneficial?	
Identifying equipment and its use facilitates food preparation.	Students identify equipment in the department kitchens. Compare with equipment used at home, to stress size is an important factor in purchasing for family used.	Kitchens in the department.
	Prepare a simple high quality product, stressing accuracy in measurements.	

Sub Generalizations	Learning Experiences	Resources
Efficient work habits save time and energy.	Students view transparencies to initiate discussion.	3 M. Transparencies - "Energy Management" "Organizing Time to Achieve Goals" "Roles of Habits on Management"
Organization of procedures saves time and makes meal preparation pleasant and safe.	Discuss safety measures used in the kitchen. Discuss the importance of cleanliness in food preparation.	Guide to Modern Meals, Shank, Fitch, Chapman, p.p. 66-69
The manner in which foods are served and eaten reflects the customs of your family.	The student will practice cutting meat on a plate, passing a pitcher, etc. The student will diagram table setting. The student will set a table for a simple meal.	Foods and You, R. Bennett White
Table setting techniques help to make an attractive table.		
	The students will plan, prepare and serve a simple meal, as a breakfast, demonstrating good work habits, organization, table setting and safety.	
Practicing procedures develops skill.	Students make meals. Students evaluate own meals.	Menus and recipes developed by teacher at students request. Evaluation sheet developed by teacher for use in laboratory: a. Measurements b. Work Habits c. Organization d. Quality of food e. Tablesetting f. Use of equipment g. Cleaning up procedures.

Sub Generalizations	Learning Experiences	Resources
Convenience foods help to hasten meal preparation.	Students view film strip on Convenience Foods. Students prepare a meal using one or two convenience foods.	"Convenience Creations - Proctor and Gamble

Concept V - The Changing Roles of Today's Man and His Values.

Major Generalization - Finding one's real identity is an important quest for most of us.

Behavioral Objective - Through a written case study analysis, the student will describe the changing role of man.

Sub Generalizations	Learning Experiences	Resources
The roles of men and women have changed, are changing.	Working in small groups, boys and girls develop lists of responsibilities of man and woman in the home. Students discuss similarities and differences in the lists. Discuss the implications as related to all males.	"Patterns of Life: Human Growth and Development" - Chapter 1 Invite a few girls to join class for the discussion. Teacher prepares thought-provoking questions.
Today's changing society affects values and goals of individuals.	Define "values", "standards", "decision making", "culture". Using small group discussion technique again, discuss (a) "Do as I say, not as I do" and (b) "We live in an age of change" and (c) "Do we stay the same person?"	Introductory Homemaking, Cross Your Marriage and Family Living, Landis

Concept VI - Influence of Values

Major Generalization - Situations conducive to the development of self-respect are those in which the individual is valued as a person of intrinsic worth and dignity.

Behavioral Objective - The student will make decisions in dating and other social situations through discussions of its affect on the individual's self-respect.

Sub Generalizations	Learning Experiences	Resources
A person feels a sense of worth and dignity when people value him for what he is.	Identify and discuss some of the poor dating habits that may develop: romantic blindness, playing a false role, leading another on, etc. Role play the immaturity of a young man who leads another on dishonestly in order to seek his own fulfillment.	Married Life, Brisbane and Riker When You Marry, Duval Your Marriage and Family Living, Landis
Dating and other social situations may or may not provide opportunity for self-respect to develop.	Collect newspaper and magazine articles that identify some of the problems of social dating in our society. Discuss how these relate to family membership problems: necking, petting, parking, promiscuity, sexual exploration, premarital intercourse Discuss our attitude toward pre-marital intercourse becoming more liberal, more strict or remaining static. Examine some of the aspects that are an outgrowth of this social problem: veneral disease, psychological result of guilt feelings and damaged self-image, pre-marital pregnancy, distorted image of intercourse, development of poor reputation, feelings of remorse and anxiety of a relationship that does not culminate in marriage.	Invite the school doctor or school nurse to be a leader of the discussion.

Sub Generalizations	Learning Experiences	Resources
	Show film on sex morality, veneral disease, unwed mothers.	"Phoebe" - Bethlehem A. V. Center
The more accurately one perceives his value system the greater will be the ease in choosing among alternatives.	Prepare a bulletin board that will illustrate a code of values which will be a guide to live by. The student will chart his values according from most to least important.	

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Concept VII - Care of Clothing

Major Generalization - The life of a garment is related to the care needed and facilities for providing that care.

Behavioral Objective - Given garments students will demonstrate how to best care for them.

Sub Generalizations	Learning Experiences	Resources
Proper care of a garment depends on the knowledge and skill of owner and available facilities.	Grooming Checklist, Teen Horizons, Pg. 236. How do you rate? What can you do for yourself to continue or improve grooming? Demonstrate and have students use washer and dryer. Discuss: Sorting Clothes Bleeding Permanent Press Cycle, etc.	Teen Horizons, Lewis Banks, Banks, Ch. 13. Lessons in Living, Davis and Peeler, Topic 3, Lesson 3. Filmstrip, Focus On Family Wash, Proctor and Gamble
Some washing techniques can be harmful to environment.	Show film. Have students research ecological effects of different detergents. Demonstrate iron and sewing machine. Show mending techniques: Mending split seam Patching holes Pressing shirts, trousers Hand sewing repairs Too hot temerature on iron	How Much Phosphate, Consumer Report Directions for common repairs.
	Students will demonstrate repairs on a garment from home. Stain various types of material and have students try various removal methods and draw conclusions about techniques.	Your Spot Removal Guide Cummer Company

Sub Generalizations	Learning Experiences	Resources
Daily and occasion care saves time, money, and enhances personal appearance and leads to self-satisfaction.	Discuss what care should be done daily and what occasionally or as needed. Form checklist. Discuss importance of reading labels, and explain terms. Role play situation of organized and not organized person to show value of daily care plan.	Leh's Label Chart Morning Call Newspaper, June 27, 1972
	Discuss importance of reading label as related to: cleaning, ironing, stain removal. Define terms found on clothing labels and hang tags: Machine Wash Hot Machine Wash Separately Hot Machine Wash Warm Machine Wash Separately Warm Machine Wash Warm Line Dry Machine Wash Separately Warm Line Dry Machine Wash Warm Gentle Tumble Dry Low Machine Wash Separately Warm Gentle Tumble Dry Low Hand Wash Line Dry Hand Wash Dry Flat Hand Wash Separately Dry Flat Hand Wash Separately Line Dry Dry Clean Only With Damp Cloth Only	Leh's Label Chart Morning Call Newspaper, June 27, 1972

Concept VIII - Construction of Garment - Chef's Apron

Major Generalization - Producing useable garment allows for slill development and leads to self satisfaction.

Behavioral Objective - Given basic knowledge of sewing procedures the students will construct a chef's apron.

Sub Generalizations	Learning Experiences	Resources
Proper equipment and the knowledge of how to use it are necessary for successful clothing construction.	Teacher demonstrates threading a sewing machine and its care. Each student takes a turn. Demonstrate how to lay pattern and cut. Students will begin construction of aprons, with teacher supervision. Stress careful workmanship. A well-executed sewing technique will contribute to well-finished product. Evaluate finished product. Well-made product gives individual sense of satisfaction.	Pattern Sheet.

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Concept IX - Clothing Care.

Major Generalization - Wise wardrobe planning and shopping techniques extend one's income.

Behavioral Objective - The student will complete unit tests from Grolier Kit and "Using Money Wisely" Series to indicate the knowledge of wise use of income.

Sug Generalizations	Learning Experiences	Resources
Large expenditures for clothing should be thought out carefully before purchasing.	Student will view filmstrips to initiate discussion about buying clothing.	Filmstrip,"Using Money Wisely" or "Buying Clothing".
	Student will listen to Grolier Tape.	Tape, "Buying Clothing", Grolier
	Student will visit a pants factory, Vanity Fair, David Crystal - outlet stores - to do some comparison shopping.	"Intelligent Buying and Decision Making", Philadelphia, 1971, p. 123
	The student will complete unit tests (80% pass.)	

FOODS AND YOU

Concept I- Significance of Food - Cultural and Socio-Economic Influence

Major Generalization I - Specific foods and their method of preparation are related to man's cultural heritage, socio-economic level, emotional and physical environment.

Behavioral Objective - Given background materials, the students will explore and prepare dishes typical of the cultural backgrounds.

Sub Generalizations	Learning Experiences	Resources
The method of preparation and serving of specific food reflect food customs of many people of different cultural background.	Each student will tell what food custom reflects her own background. Question-Answer technique: List factors that influence the way people eat. Students will report on food customs around the world.	
Specific food choices reflect ethnic and family traditions.	Have resource person tell of food customs in their native land -- Phillipines, French, etc.	Resource person Exchange students.
Man's physiological and psychological acceptance of food is related to satisfaction, feeling of security and lifetime habits.	List factors affecting the food customs around the world.	
The method of preparation and serving of specific foods reflect food customs around the world.	Lab experience - prepare dishes common to persons around the world.	Traditional Foods Around the World Cooperative Ex. P.S.U.

Concept I- Significance of Food - Cultural and Socio - Economic Influence

Major Generalization II - The study of foods of people of other lands aids one in establishing one's cultural background.

Behavioral Objective - After an in-depth study of foods around the world, the students will sample prepared foods and present a written evaluation of dishes prepared.

Sub Generalizations	Learning Experiences	Resources
Foods vary around the world as do customs.	Each student will choose from a series of learning packets to aid in establishing background materials and techniques of food preparation. Packets will include: Mexico Russia Sweden Italy France England	Learning Pac - Italian Gourmet Foods, Pat Snyder, Bethlehem, Pa. Czajkawski, Extension Nutritionist, Mexican Foods and Traditions, Swedish Foods and Traditions, University of Connecticut
Eating habits vary from country to country.	Discussion of differences in food patterns around the world. Plan and carry out a special program with the foreign language department and prepare a buffet.	What's New in Home Economics, November, 1968 Booklet, Handbook of Food Preparation, #1411 - AHEA - Revised 1971 - ($3.00) Buffets, Learning Pac. Bethlehem, Pa.

Concept II - Significance of Food as Related to Nutrition

Major Generalization - Each nutrient has specific function; in some cases one nutrient is known to influence the functioning of another nutrient.

Behavioral Objective - Given typical menus of students, the students will identify the missing nutrient and list additional foods needed for a balanced diet.

Sub Generalizations	Learning Experiences	Resources
Poor health may be the result of an inadequate diet.	Develop a list of reasons why people do not eat an adequate diet. Pre-test nutrition. View transparencies of nutrient chart.	Foods and Your Future, White Guide to Modern Meals, Shank, Fitch, and Chapman
Nutrients are needed for energy, growth, repair, and maintenance of the body.	Discuss nutrients as related to Basic 4 Nutritional Game - Tic-Tac-Toe Nutritional Bingo View film: "Food and Nutrition" Case study of nutrient deficiency in animals and humans. Given a typical diet, the student will identify the missing nutrient. Keep a food record for a specific day and analyze: 1. Basic 4 groups sufficiently met. 2. How might you improve your diet. 3. What is the basis for this decision. Survey class to find nutrients that were missing in large % of diets.	"What's New In Home Economics", May-June, 1970 Film - "Food and Nutrition" - Encyclopedia Films, Inc.

Sub Generalizations	Learning Experiences	Resources
Each nutrient has a specific function in the body and may influence the functioning of other nutrients.	Assign teams of students to each, develop a visual presentation on a given nutrient, its function, and its affect on other nutrients. Divide students into "buzz" groups, hand out sample diet with missing food and have them evaluate them. Card Game "4424"	Magazine, Illinois Teacher, Vol. 14, No. 1, September-October, 1970 - p. 33
Dietary deficiency disease caused by a severe lack of certain nutrients is evident throughout the world.	Study of special diets. Article "Dieting A Way of Life"	Resource person - doctor, nurse What's New In Home Economics - October, 1970
Nutrient intake may be increased by the use of synthetic vitamins and minerals.	Conduct a poll to determine the number of students using synthetic vitamins and minerals. Evaluate the need, and show that a varied diet planned around the Basic Four makes the use of synthetics unnecessary.	
Enrichment and fortification of food contributes to maintaining good nutrition.	Discuss the loss of nutrients in processing. Display examples of food or food packages which show enrichments and/or fortification of nutrients. Investigate regulations of the U. S. Public Health Service and the state Department of Health and Agriculture pertaining to enrichment and fortification.	

Sub Generalizations	Learning Experiences	Resources
"Teenage" diets are affected by peer values and attitudes, figure concerns, and emotional problems.	Divide into groups and role play "Choices - Choices, What Shall I Eat?" Analyze reasons for choices. Have each student make an individual chart in class listing food intake for previous day. Exchange charts. Evaluate nutritional adequacy and suggestions for change. Make a collage illustrating fads. How do you determine whether it is a fad diet? Use a questionnaire on eating habits as a basis for discussion of individual metabolic problems.	
Diet fads and crash diets need to be evaluated for their nutrient content. Food habits are subject to deliberate modification through motivation. The foods one eats today may also affect the mental and physical health of future generations.	Invite a resource person to discuss nutrition today for tomorrow's health which would include: relation of lack of nutrients to mental retardation, bone growth and development. effects of protein and iron deficiency. long-range effect of Vitamin C deficiency.	

Concept III - The Chemistry of Food.

Major Generalization - The ability to control the nature of food and its behavior contributes to its acceptance, appearance, use, and care.

Behavioral Objective - After experimentation the student will write a summary defining the processes commonly used to alter the nature of food.

Sub Generalizations	Learning Experiences	Resources
Foods exist in 3 states of matter - liquid, solids, and gases.	Set up demonstration showing foods of each state. Discuss physical and chemical differences of each.	Foods in Homemaking, Cronan, Atwood, Chapter 5, p. 112 +
Affect of water on water soluble nutrients can be controlled.	Students experiment in laboratory experience with solubility of foods.	
	Listings of water soluble nutrients and the affect of their loss on our diet.	Nutrition Today, David E. Newton - 1973 - J. Weston Walch, Pub. Portland, Maine 04104
	Students prepare a dish demonstrating proper control of nutrient loss.	
	Write a laboratory summary of preparation.	
The physical properties and the chemical composition of foods may be changed in the preparation process.	Divide the class in laboratory units. Each unit demonstrates how the physical properties and chemical composition may be changed. Suggestions: 1. Dissolve sugar in H_2O to make a true solution. 2. Prepare gelatin showing sol and gel. 3. Prepare salad dressing to show emulsions. 4. Whip cream or egg whites to show foam.	Nutrition Today, Newton, 1973 J. Weston Walch, Pub. Portland, Maine - $ 3.98 Food Preparation, Pickham

Sub Generalizations	Learning Experiences	Resources
	5. Add flour to gravy to demonstrate thickening. 6. Add eggs to meat-loaf to show binding. Discuss application of above techniques in food preparation. Write laboratory reports on findings in notebook	
The form and properties of a food may be changed by chemical reaction.	Divide the class into groups to experiment with the following: a. hydrolysis using sucrose b. fermentation using sugar and yeast c. browning, non-enzymatic, using dried milk d. browning, enzymatic using cut fruit e. browning, caramelization, using butter and carrots Each group will present findings and show the process to the rest of the class for discussion. Relate these processes to the preparation of other foods.	Booklet, Handbook of Food Preparation #1411, AHEA, Revised 1971
The nutrient content of food is affected by natural chemical changes.	Conduct experiments which show the following changes in food: a. rancidity in butter b. hydrogenation of fats c. toughening of meat due to high heat d. development of gluten e. souring of milk f. food spoilage Write laboratory experience in notebook.	Food, A Beginning College Text, Peckam Lessons on Meat, National Live Stock

Sub Generalizations	Learning Experiences	Resources
Using a recipe which combines a variety of foods may change the physical structure and involve chemical reactions.	Bake a cake. Discuss the changes in physical structure and what caused it. Investigate the chemical reactions involved, such as baking powder leavening the mixture, etc.	

Concept IV - Food Preparation

Major Generalization - Preparation and serving of food requires organization and management, encourages creativity, and provides satisfaction.

Behavioral Objective - The student will prepare foods in an effort to utilize nutritional qualities and develop a use of varying foods in their diets.

Sub Generalizations	Learning Experiences	Resources
There are many methods used in the preparation of foods.	Discuss various methods of preparing food: baking boiling steaming frying roasting Compare these methods with micro-wave cooking: (a) time (b) cost (c) convenience Have students prepare food items demonstrating these techniques.	
The choice of the method of preparation depends upon the quality of the food, the preference of the family, and the ability of the cook.	Prepare listed food grouping displaying varying preparation techniques A. Vegetables - View film 1. fresh 2. canned 3. frozen 4. salads-garnishes 5. dried B. Fruits 1. fresh 2. canned 3. frozen 4. salad	Film, The Enchanted Pot, Corn Products Company Kit and Record, All About Garnishes, Ekco Housewares What's New In Home Economics, June, 1968

Sub Generalizations	Learning Experiences	Resources
	C. Prepare Meats 1. fresh 2. canned 3. frozen 4. salads 5. dried	
	Use of meat cut transparencies. Set up a display of cuts of meat of different animals. Field trip to local meat market. Examine different meat cuts. Divide into lab. units. Each unit is given one cut of meat, chooses a method of cooking and prepares it.	
	D. Breads 1. quick-muffins, biscuit, pastry 2. cool rise 3. yeast breads - rolls	Learning Pac - Yeast Breads, Bethlehem, Pa.

Concept V - The American Food Market

Major Generalization I - Food habits of individuals change as a result of indirect influences such as changes in supply resulting from advances in production, technology and distribution.

Behavioral Objective - Given several situations the student will research the nutritional value, convenience and cost of food in the American market.

Sub Generalizations	Learning Experiences	Resources
Industry offers many services in foods which reduce time and energy spent in the kitchen by the homemaker.	List many of the different services in convenience foods. Production and quality - discuss Passage of Galleraith	 The New Industrial State, John Kenneth Galleraith p. 413
Foods with built-in services have increased in the past decade.	Student makes list of criteria to use in making a choice between convenience foods and home-prepared foods. Student field trip to store - different forms of same food. Price and convenience	Foods in Homemaking, Cronan & Atwood, pp. 176, 177, 245-247.
Many of the convenience foods are of high quality.	List reasons convenience foods are of high quality and are constantly being improved.	
Although many homemakers usually prepare some foods from scratch, convenience foods are being used to a greater extent now.	Student project in laboratory: prepare foods from scratch - record time, energy, quality and money expended and compare with similar convenience foods. Student develops conclusions and presents to class.	

Sub Generalizations	Learning Experiences	Resources
	Using the Grolier Modern Consumer Education Program, students can be made aware of best food buys, ways to shop for food, the importance of the label and the effect of coupons in the food market industry.	Kit, Modern Consumer Education Program, Grolier Educational Corporation. (includes various tapes with cassette player).

Concept V - The American Food Market

Major Generalization II - Rational choice becomes difficult as the number of food products and ways of merchandising them increase.

Behavioral Objective - The student will identify five (5) new food products from a prepared list and describe commercial prep. methods, defining three (3) merchandising methods for each.

Sub Generalizations	Learning Experiences	Resources
Knowledge of standards or qualities of food products helps make choices easier.	Student reviews standards of food products and suitable usage. Class divides into small groups, and each group takes one food and develops it as to the number of its products.	Guide to Modern Meals, Shank Fitch and Chapman. Foods in Homemaking, Cronan & Atwood. People, Food and Science, Cote.
There are many ways of merchandising food products.	From field trip and other media list various ways of merchandising food.	Field trip to supermarket. Newspaper ads. Your Food Dollars, Household Finance, Corporation
The knowledge of quality and merchandising, along with other factors such as intended use, is necessary to make wise choices of food products.	Student develops a list of brand names and their qualities common to the store where family makes food purchases. Have students list convenience foods and compare these with foods "homemade" in class as to time, energy, cost, quality.	Visit to individual family food market. Transparency, #15-3529-3, Consumers: Who? Why? How? 3-M
As commercial prep. methods of food products increase, a rational choice becomes more difficult.	Make a display of the various preparation methods - dried, mixes, frozen, canned, fresh, dehydrated, T.V. dinners	Actual products

Sub Generalizations	Learning Experiences	Resources
	Buying in Supermarkets	Kit - Be A Better Shopper
	Be A Better Shopper Label I. Q. Form of Food Affects the Price Brands Specials Buying meat, poultry, eggs.	
Rational choices result from analysis of the method of merchandising food product.	Prepare a bulletin board on the newest developments in food products.	Recent Magazines, Newspapers

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Concept V[illegible] Food of the Future

Major Generalization - When there is a scarcity of land, and an increase in population there is a need for increased food production and the discovery of new food sources.

Behavioral Objective - The student will name and describe six (6) new methods of food production, and how these methods affect the worlds need for food.

Sub Generalizations	Learning Experiences	Resources
Hunger is a universal problem.	Discuss Maslow's Theory of "self actualization" using transparencies and case studies.	Kit - Home
	Show film: Hunger In America	Film: 27 minutes - Hunger In America Audio Visual Service, Penn State University, University Park, Pa. 16802
Changes in agricultural developments and in size and composition of population have an effect upon supply, distribution and consumption of food.	Have students research the amount of land needed to produce animal protein food vs. plant protein food.	Food For Better Living, Chapter 2, McDermott
World wide agencies are working to alleviate hunger.	Assign individuals to investigate the roles of: CARE UNICEF - View Film UNESCO Anti-poverty program	Film, Food For Thought, Associated Film Inc (People of India begin to solve problems of hunger with aid of UNICEF and FAD)
	View film - depicting food as it affects people and nations.	Film, Food, The Color of Life , National Dairy

Sub Generalizations	Learning Experiences	Resources
	Class interview of ex-veterans, Peace Corps Volunteers or persons who travel.	
	Read article "Seaweed for Breakfast"	Magazine, What's New In Home Economics , January 1971 - p. 19
	Sample seaweed cookies.	
	Read and discuss article, "Food Technology To Alter Our Eating Habits."	Magazine, Forecast November, 1970, p. 32

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HOME DECOR

Concept I - The influences of Culture and Society on our housing needs.

Major Generalization - Cultural and social influences reflect our home and furniture selection and utliization.

Behavioral Objective - Through the use of visuals and displays the student will define housing of the past and how it effects the homes of today.

Sub Generalization	Learning Experience	Resources
Man's first home was a structure of necessity.	Plan an exhibit which illustrates primitive housing, i.e. pictures, models, etc.	National Geographic
		Travel magazines
	Discuss family life in primitive housing.	Homes - Today and Tomorrow, Sherwood - Chapter 1
	Case problem.	
American architectural heritage is rich.	Discuss, with use of pictures what each country that colonized the U. S. contributed to the architectual styles of today.	
	Home Styles	Transparencies -- #861 3 M. Company
Period and styles of furniture influence our taste today.	Period and styles of furniture.	Home Economics No. 3 - Catalogue No. 635 - 3 M. Company
	Hand out sheet.	
	Discuss: (1) Why study period furniture? (2) How are we affected by furniture of the past?	The Ethan Allen Treasury, 70th Edition - Furniture Styles
		Homes, Today, and Tomorrow - Sherwood
	Case problem.	Homes with Character - Criag & Rush - Unit 6
	Field trip - Antique Shop	Whats New in Home Economics, Jan. 1970
	Crossword Puzzle - Furniture Facts	

Concept II Housing Needs of the Environment

Major Generalization - The surroundings are important and should be considered before choosing a place to live.

Behavioral Objective - Upon researching the types of housing available in a given area, the students will evaluate each type of housing and express in writing how each is related to the environment.

Sub Generalization	Learning Experience	Resources
There are many different types of housing.	Bulletin board - types of housing. Collect and take pictures of types of housing in the community.	Homes, Chapter 6
More than one type of housing may be found in the same area.	Buzz groups - determine how the housing is designed for the climate and the surroundings.	
	Transparencies - View - Discuss	Home Economics - No. 3 Catalogue No. 861 3 M. Company
	Have students observe different types of housing on way to school. Consider basic structure and materials. Have a round table discussion of the findings.	
	Explore: Modular housing Foam houses Six-sided	What's New in Home Economics, April, 1972 Homes, Chapter 17
	Each student would look for new ideas in housing and form a collage.	
	Discuss and compare.	

Concept III- The Housing Needs of the Family

Major Generalization I - Housing enables us to satisfy our physical, psychological and social needs.

Behavioral Objective - The students will broaden their thinking about the values and needs of a home and verbalize how a home is a dynamic extension of self.

Sub Generalizations	Learning Experiences	Resources
Housing enables us to satisfy our physical needs.	Filmstrip - Psychological and socialogical needs fulfilled by the home. Have small groups of students develop a role play depicting how their home satisfies their needs.	Filmstrip - (1 & 2) Homes Are For People, #82303 (97-63) - J. C. Penney Co., Inc.
Housing enables us to satisfy our psychological needs.	Read and discuss Chapter 1. Cassette recording - The Meaning of Home. Discuss and compare the housing expectations of an engaged couple and a married woman with a family. Interview parent as to meaning of home.	Homes With Character, Craig and Rush The Home, an Environment for Human Growth, J. C. Penney Co., Inc.
Housing enables us to satisfy our social needs.	View film. Discussion. Compare and discuss 3 case studies. Evaluate and suggest. Questionnaire - Your Home Environment.	Film - The Place You Hang Your Hat, National Cotton Council The Home An Environment For Human Growth

Sub Generalizations	Learning Experiences	Resources
Through studying housing we can become aware of the potential and actual needs of people.	Transparency - Maslow's Hierarchy of Needs. Define: self actualization Slides: How does it meet our needs.	The Home an Environment for Human Growth, J. C. Penney Company, Inc.
	View Filmstrips	Filmstrip, Home Is Where The Hurt Is - Traveler's Company (Free Loan) 16 min.
	Compare and contrast the needs and wants children express regarding home and those of adults.	Filmstrip, Safety Begins At Home, #404, Pennsylvania Department of Education.

Concept III - The Housing Needs of the Family

Major Generalization II - Resources enables us to analyze the housing needs of our family.

Behavioral Objective - Given a list of needs that must be budgeted, the students will be divided into groups. Each group will analyze why they choose certain needs over others and how money, time, energy and skills affect their choices.

Sub Generalizations	Learning Experiences	Resources
The family's money has a direct influence on meeting its needs.	Read and Discuss Chapter 2 "How Must Your Family's Money Be Spent?"	Homes With Character, Craig and Rush
	Show film. Use pie-shaped graph to show how family money should be spent.	Personal Money Management, Bank of Pennsylvania
Time is an important factor considering how to meet the needs of the family.	Read Chapter 6 "Managing Time, Energy, and Skills", pp. 88-105. Read Chapter 7, "Finance Is a Family Affair", and Chapter 8, "How to Plan Family Spending, pp. 106-136.	Housing and Home Management, Lewis Burns and Segner
Energy helps us to meet our families' needs.	From learnings above, have students develop a chart of do's and Don'ts that "streamline work to save energy and time, and make use of skills. Keep a record of the amount of money you have handled over a period of time. Indicate its source and the way it was spent. Prepare a bulletin board of sample budgets. Discuss these in terms of family needs.	

Sub Generalizations	Learning Experiences	Resources
The quality of the house and its furnishings is determined by the quality of materials and workmanship.	Define: Quality Workmanship Materials Compare appliances with similar features but different quality of workmanship and materials. Compare appliances of the same quality but with different utility features. Evaluate.	Catalogs Appliance Stores

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Concept III - The Housing Needs of the Family

Major Generalization III - The extent to which an individual's psychological need for beauty is satisfied is related to his esthetic appreciation.

Behavioral Objective - Given a set of colorful illustrations of room decor, all students will choose the pictures which are most pleasing to them. The student will then explain his choice or choices to the class and tell why he chose them.

Sub Generalizations	Learning Experiences	Resources
A person's need for beauty is reflected by his psychological satisfaction.	Filmstrip	Filmstrip, Homes Are For People No. 82303, (97-63), J. C. Penney Co., Inc. Transparencies - Decorating With Ingenuity - Cat. No. 15-3546-7 3 M. Company
Esthetics appreciation affects in individual psychological needs.	Discussion: Aspects of Beauty - 44 Through pictures, illustrations, field trips, etc., expose the students to the various media which are rich in esthetic appreciation.	Color In The Home, Sears Consumer Information Unit Magazines: American Home, Better Homes and Garden Local furniture stores.

Concept IV - Your Choice in Housing

Major Generalization - When selecting housing one needs to evaluate cost, space, family needs and activities.

Behavioral Objective - The students will explore available housing to fit their future needs, and demonstrate an understanding of types and cost of housing through class discussion.

Sub Generalizations	Learning Experiences	Resources
When selecting a home one will want to choose the one that is most suitable for your needs and activities.	Have students investigate different styles of homes.	
	View transparencies.	Transparencies - Home Styles # 3 - Cat. # 861 3 M. Company
	Visit a mobil home display	
	Comparative study: Single house vs. mobile housing.	Homes Today and Tomorrow, Sherwood - Chapters 5 and 6
	Case problems.	
	A Home of Your Own - programmed booklet.	Kit, Modern Consumer Ed. - Grolier
Buying a house is an experience which happens only a few times.	Filmstrip: Buying a House	"Using Your Money" - Journal Films - 909 W. University Park, Chicago, Illinois 60614 - Pamphlet
	Define housing terms: i. e. mortgage title insurance condominium cooperative, etc.	Wise Home Buying - U. S. Department of Housing and Urban Development
	Crossword puzzle.	
	Role play.	
	Worksheet for hypathetical family. List monthly income, monthly savings, expenses, etc., to arrive at maximum amount.	Today's Consumer - Part 3 - Block 7 49-56 Homemaking Research Laboratories
	Discuss advantages and disadvantages of renting and buying.	Homes - Chapter 16

Sub Generalizations	Learning Experiences	Resources
An apartment may be your home.	Student list --"What To Look For"	Housing and Home Management, Chapter 10 Lewis, Burns, Segner
	Visit a newly built apartment building.	
	Evaluate your needs and facilities.	
	Tape - A Place To Rent Student Record Book	Grolier, Modern Consumer Ed.
	You and Your Landlord - Programmed Learning	

Concept V - The Use of Color and Principles of Design

Major Generalization I - Design, texture and color are basics in selecting furnishings for the home.

Behavioral Objective - Shown a series of slides illustrating the basic elements, the student shall be able to identify the part being emphasized and tell how the basic element plays a part in the development of design. This exercise can be carried out orally or as a written assignment.

Sub Generalizations	Learning Experiences	Resources
The basic element of line may suggest different feelings.	Read and discuss.	Homes With Character - Craig and Rush - Unit 4
The basic element of form refers to solid objects.	Sides - student discussion of pictures that show interesting line direction and most outstanding lines.	Home Decorating Slides - LaSalle University
The basic element of shape plays a part in the development of design.	Find and mount an illustration of what you think is a well-designed coffee-pot, radio or chair.	
	Filmstrip and record - Let's Talk Taste	Filmstrip: Fostoria Crystal Fostoria Glass Company 1200 First Street Moundsville, W. Virginia 26041
	Collect and mount pictures that illustrate contrasts in design. Find and illustrate flatware, china, and glassware you would like to own. Why?	
	Sound Filmstrip - Selecting Tableware	Home Dec. Set 2 McGraw-Hill Company

Sub Generalizations	Learning Experiences	Resources
Furnishings have a different feel because of their texture.	Feely Box Collect objects to use for room accessories. Examine textures. Arrange in groups of textures that seem to belong.	
	Describe textures in a painting. Tell how they contribute to the subject of painting.	Color, Texture, Design in Space, Manual for 4-H Home Improvement Program, 1966 Sperry, Hutchinson Company
	Collect samples of same color - Discuss how texture affects color.	
	Sound filmstrip - Selecting Fabric	Home Dec. Series 2 - McGraw Hill Company - Code No. 101779-8
Color complements the other elements of design.	Learning Pac - Slice of a Rainbow	Bethlehem Area School District
	Prepare a bulletin board using the color wheel, illustrating color combinations.	The Ethan Allen Treasury - Color in the Home Visual Aid, Color Wheel - Consumer Information Division Sears Roebuck and Company
	Crossword Puzzle - "Color Cues"	Magazine, What's New in Home Economics - February, 1970
	Show film	Film, Color at Home, National Cotton Council
	Case problem.	Color, Texture and Design in Space 4-H Home Improvement Program Sperry and Hutchinson Company

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Concept V - The Use of Color and Principles of Design

Major Generalization II - Art principles are a means of design organization.

Behavioral Objective - The student will analyze the materials used in decorating their rooms in relation to balance, harmony, rhythm, emphasis, proportion, and scale.

Sub Generalizations	Learning Experiences	Resources
Balance is composure or equilibrium.	Read and discuss under Unit 4, Chapter 2, "Can You Apply the Principles of Design?"	Homes With Character, Craig and Rush
Harmony is the relatedness or agreement among the parts of a design.	Use different card board shapes on flannelboard. Re-arrange to get different harmonizing effects. Demonstrate the meaning of terms by use of shapes.	
Rhythm is a series of repeated accents spaced with regularlity.	Use small scale furniture to show how type of rhythm are established in a room as related to color, line and shape.	
Emphasis is giving significance to those parts of a design considered important.	Show slides - pointing out dominant and subordinate emphasis.	Slides, Home Decorating Course - LaSalle University
Proportion refers to the relationship of parts to each other and to the design as a whole.	Collect a group of household objects and have the class rate them as good, fair or poor in terms of design	
Scale establishes relation between man and space.	Bulletin board of furniture arrangements illustrating proper and improper examples of principles.	Homes, Today and Tomorrow, Sherwood - p. 278
	Case problem.	

Concept VI_ Beauty in Housing and Home Furnishings - Furniture Arrangement

Major Generalization - The selection and arrangement of interior furnishings are based on needs, personal preferences, the individuals concept of design and monetary resources.

Behavioral Objective - Students will select any room in a house and working to scale they will select and arrange interior furnishings. The student will then analyze their choices and their decisions for meeting needs and personal preferences, and for expressing individual concepts of design.

Sub Generalizations	Learning Experiences	Resources
The planned approach to decorating usually gives the most satisfying results.	Present pamphlet to class and follow up discussion.	Booklet, Seventeen - "Guide to Decorating." - (Cost 25¢)
The selection and arrangement of interior furnishings are based on needs, personal preference, and concept of design.	Read and discuss Unit 7, Chapter 1.	Homes of Character, Craig and Rush
	Review Maslow concept.	
	Refer to filmstrip on taste.	Fostoria China
	Divide class into small groups.	
The amount of money an individual has to spend influences the selection of furniture.	Using case studies provided, the students will select and arrange furniture cut outs to meet the need and wants described in the case studies.	
	Use transparencies - diagram activity and traffic flow patterns.	The Home an Environment for Human Growth - J. C. Penney Company, Inc.

Concept VII - Elements in a Room

Major Generalization I - Furniture should be considered when furnishing a room.

Behavioral Objective - The students will, through discussion and comparative study, understand the quality of furniture.

Sub Generalizations	Learning Experiences	Resources
The furniture you select should meet your needs.	Read and discuss Unit 6, Chapter 2 "How May You Arrange Furniture Successfully?"	Homes With Character, Craig and Rush.
	Review furniture styles.	
	Discuss Chapter 12 - "How To Select and Arrange Furniture."	Housing and Home Management, Lewis, Burns, Segner
	Make class arrangements showing different styles and pieces of furniture frequently used in home.	Kit, All About Furniture, Southern Furniture Manufacturing Association.
Quality in furnishings is reflected by the family's values.		Magazine, What's New In Home Economics, January, 1970
	Don't Let Furniture Puzzle You".	Magazine, Forecast of A Home Economics, November 1968
The selection of interior furnishings is based on personal preferences.	Visit two furniture stores - one more expensive and one cheaper.	Furniture stores in Allentown or Hazleton.
	Discuss what to look for in good furniture, different styles of furniture, different wood.	Consumer Housing - Chapter VII Consumer Guide for Buying, pp. 53-63
The selection of interior furnishing is on need and money available.	Discuss priority list with good furniture versus a total selection of poor furniture.	
	Discuss use of used furniture, auction buying, furniture available from family	

Sub Generalizations	Learning Experiences	Resources
	Discuss sales. From catalogs, magazines, etc. students must furnish their homes - cut outs of pictures and numbered to fit floor plans. To notebooks students add overall floor plan of house chosen. Then page by page, the floor plan of one room followed by the furniture chosen for it.	Magazines and catalogs.
	What's Good Furniture? Programmed instruction.	Consumer Education Series, Book 4
	Bulletin board for class analyzation.	Filmstrip - Home Decoration, Set 2 McGraw-Hill Films Inc.
	Sound filmstrip - Decorating: An Individual Approach	The Ethan Allen Treasury, 70th Ed. Furniture Arrangement
Space organization influences arrangement of furnishings.	Present case studies to class for analyzation - "A Case History: From Bedroom to Family Room," p. 242, Chapter 20, "Living in Limited Space", "Meet the Golds - Meet the Thompsons- Meet the Bakers", p. 373	Housing and Home Management, Lewis, Burns, Segner.
	Plan a field trip to a furniture store. Pay particular interest to furniture designed especially with space organization in mind.	Furniture Store.
Space organization influences selection of furnishings.	Use 3-M Brand Transparencies (pre-select) "Storage Units", "Multi-use Portable Furniture".	Transparencies, Zoning the Home For Better Living, 3-M Company

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Concept VII- Expressing Individuality Through Planning Backgrounds Accessories.

Major Generalization II - Good selection and arrangement of accessories is based on the individual's concept of design and responds to the life of the inhabitants.

Behavioral Objective - Given a home of their own choosing, the students will select a particular room of a home and choose accessories that reflect the family's life style based on their own concepts of design and arrange accordingly, floor coverings, window treatment, etc.

Sub Generalizations	Learning Experiences	Resources
Selection and arrangement of accessories is based on the individual's concept of design.	Show film, 30 min., color (leading designers express their opinions). Read and discuss Unit 7, "Let Your Accessories Express Your Individuality".	Film, Eyes Have It, U. S. Plywood, Champion Papers (free). Homes With Character, Craig & Rush
Selection and arrangement of accessories reflect the life of the inhabitants.	Use Consumer Information Filmstrip Units: "How to Select Window Treatment", "Fashions in Dining", "Your Space-Age Kitchen", and "Let's Decorate the Bathroom".	Kit, (Filmstrips and booklets), Sears Consumer Information Service.
Selection of floor coverings and window treatments reflects the life of the inhabitants.	Teacher demonstration - student participation - How To Care For Floor Covering Rug and Carpet Care Floor Care Checklist Discuss how children, pets, time to spend affect the covering to be chosen. Discuss coverings available, cost, maintenance, wear, drawbacks, and good points.	An Easy Living Booklet, "Rug and Carpet Care, Floor Care" - by Johnson Wax Facts About Merchandise, Logan and Moon - Part 4, Chapter 18 Better Buymanship Home Furnishings, Scholastic Magazines Chapter VI, Consumer Housing Homes With Character, Unit 5, Chapter 1. Consumer Guide for Buying, pp. 63-70

Sub Generalizations	Learning Experiences	Resources
The selection of an attractive window treatment depicts the individual.	Discuss window treatment: types, cost, care of, cleaning, etc.	Consumer Housing, Chapter VI
	Filmstrip	Kirsch - Window Treatment
	The students will choose a style of window treatment and construct a miniature sample of it.	How to Select Window Treatment, Sears
	Students will plan the furnishings for 1 room of a floor plan providing examples, pictures, costs, etc.	Windows Beautiful, Kirsch

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Concept VIII -Creativity In The Home

Major Generalization - Applying creative skills to housing develops satisfaction for self and others.

Behavioral Objective - The students will learn through creative experiences to enrich home life by expanding skills, discovering new avenues for using her skills and using her abilities to satisfy self and others.

Sub Generalizations	Learning Experiences	Resources
Hand made accessories for the home reflect the individual's taste and personality.	Fun pre-test. Have students make a creative project using odds and ends.	Family Circle, May, 1969 "How Creative Are You."
Being exposed to many crafts and skills may stimulate creativity.	Have demonstrations on many different crafts and skills by members of the class or resource persons: 1. decoupage 2. caining 3. furniture refinishing Field trip - Craft Store	
The student will develop skills in several areas of crafts.	Have students select several projects for semester. (4) Suggestion of projects: crewel, needlepoint, burlap wall hangings, crochet pillow, bulletin boards, maciame, etc. Class display of projects. Evaluation of projects. Students do a cost comparison of projects made and one's bought in store.	Magazines: Woman's Day, McCall's Needlework and Crafts, American Handicraft Craft Catalog

PERSONAL FINANCE

Concept I - Organizing for Success

Major Generalization - Each consumer makes choices which are determined by their values and goals.

Behavioral Objective - The student will explain the relationship of their values and goals to their resources available.

Sub Generalizations	Learning Experiences	Resources
Perception of values makes choice of alternatives easier.	Define - List values. Discussion: 1. How do your spending habits relate to your values and goals. 2. Do you feel you will be able to obtain your goals with the present spending pattern	Teacher provided materials. The Consumer in the Marketplace, Levy Feldman and Sasseroth, pp. 3-10
Intellegent consumers are continually defining their values and establishing their goals.	Have students complete a check list of values and goals	Kit, Awareness, Insight into People, J. C. Penney Co, Inc. Educational Services
	Panel Discussion: Relationship of change and affect of values and goals and the factors involved.	Kit, An Introduction to Value Clarification, J. C. Penney Co., Inc. Educational Services
A consumer is a person, institution or organization who buys goods and services for personal use.	View filmstrip. Review Circle Discussion: Wise consumerism involves: 1. Sound knowledge of good buying practice. 2. Management of family income.	Filmstrip, Our Role as Consumers Institute of Life Insurance Transparencies, Consumers: Who, Why, and How - 3 M. Company # 29-3529
A resource is anything which the consumer can use to obtain a goal.	Buzz session: What are resources? Have students list all resources they possess.	Student supplied material.

Concept II - Consumers in the Market Place

Major Generalization - One's knowledge and personal attitude influence decisions concerning the consumers choice of where to shop.

Behavioral Objective - The student will list criteria which could influence an individual's choice of where one shops.

Sub Generalization	Learning Experiences	Resources
Retail outlets generally fall into: a. speciality shop b. department store c. variety store d. discount house e. manufacturer outlet f. mail order house g. door-to-door salesman	Show filmstrip and evaluate	Filmstrip, Consumers In The Marketplace, Institute of the Life Insurance
	Individual Learnings Package	This Little Piggy Went To Market
	Assign retail outlets of the community to students for research characteristics of stores with their definitions.	Local retail outlets of community.
There are advantages and disadvantages of all retail outlets due to their convenience, layout, and general location.	Students develop charts showing advantages and disadvantages of the various retail outlets.	Student provided material.
The services and policies among the retail outlets differ thus influencing where one chooses to shop.	Students complete crossword puzzle on retail outlets.	Teacher provided materials.
	Student participation in a game or service and policies.	Intelligent Buying and Decision, Philadelphia Resource Guide, 1971

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Concept III - Managing Money

Major Generalization - A spending plan is the means by which a goal can be obtained.

Behavioral Objective - The student will develop a spending plan using his knowledge of basic money management.

Sub Generalizations	Learning Experiences	Resources
Money management begins with use of one's resources effectively.	Students review case studies and suggest solutions.	Teacher supplied materials.
	Students role play family situation involving money management.	Kit, Teaching Consumer Education "Budgeting" Changing Time, Educational Services
		Kit, Consumer in the Marketplace Levy Feldman and Sasseroth, pp. 39-45
A spending plan allows one to live within their income.	Debate: A Spending Plan - Is it necessary?	Student provided materials.
The main objective of a spending plan is to obtain the maximum of available resources to meet one's needs and wants.	List on the blackboard the basic steps to preparing a spending plan.	Economics for Consumers, Gordon and Lee, pp. 359-374
		Kit, Teaching Consumer Education, "Can You Manage Your Money," Changing Times, Educational Services.
A spending plan has three basic steps: 1. goals determined 2. income estimated 3. priorities set	Student participation in The Budgeting Game	Kit, Teaching Consumer Education, "Budgeting" Changing Times, Educational Services.
A good spending plan should be flexible enough to provide for reasonable variation.	Students prepare spending plan for one months time.	Consumers in the Marketplace, Levy Feldman and Sasseroth, pp. 46-53

Concept IV - Understanding and Using Credit

Major Generalization - Credit is used as a tool to obtain goods and services.

Behavioral Objective - The student will distinguish among the many types of retail credit available listing the advantages and disadvantages of each.

Sub Generalizations	Learning Experiences	Resources
Almost everyone uses credit.	Use of overhead projector and transparencies to prompt discussion. How is credit used? Is credit necessary?	Kit, Teaching Consumer Education, "Borrowing", Changing Times, Educational Services.
	View film "Using Money Wisely" Review with crossword puzzle.	The Consumer and His Dollar, Shoenfeld and Natella, pp. 165-168 Film, "Using Money Wisely" and Journal Films Chicago (Instructors Guide)
There are various forms of credit: a. 30 day accounts b. revolving charges c. credit cards d. installment contracts e. cash loans	Chart on blackboard: 1. type of credit 2. description 3. where generally found	The Consumer in the Marketplace, Levy Feldman and Sasseroth, pp. 84-89
	Filmstrip: Credit: A Consumer Resource	Kit, Credit: A Consumer Resource J. C. Penney Co.,Inc., Educational and Consumer Relations
	Student discussion of Case Studies	
	Give each student a form of credit to research: 1. description 2. advantages and disadvantages 3. example of use in community	Local community retail outlets. Consumer Buying for Better Living, Fitzsimmons, pp. 211-215

Sub Generalizations	Learning Experiences	Resources
Cash credit may be obtained from different sources such as: 1. bank 2. credit union 3. finance company 4. life insurance company 5. pawn shop 6. loan sharks	Assigned reading	Consumer in the Marketplace, Levy Feldman and Sasseroth, pp. 97-103 Local community business firm or credit bureau.
Credit charges vary.	Students calculate comparative study of credit costs. Circle Discussion: Use of Credit vs. Buying with Cash. Consideration of Case Studies involving credit spending. Role play - Financial situation involving credit.	The Consumer and His Dollar, Shoenfeld and Natellco, pp. 160-190
	Student participation in: The Credit Game	Illinois Teacher, "The Credit Game", October, 1971
Every consumer should establish a credit rating.	Buzz session: What is a credit rating? Student report: Credit Bureau	The Consumer in the Marketplace, Levy Feldman and Sasseroth, pp. 111-113 Student provided material.
Character capacity capital and common sense are referred to as th 4 C's of credit.	Develop survey: 1. Does retail merchant use credit bureau 2. What information is obtained (type) from the bureau. 3. How is information obtained from bureau used? Define: character) capacity) as related to capital) credit ratings	Retail merchants.

Concept V - Advertising Influences the Consumer

Major Generalization - Advertising affects the consumer's selection of goods and services.

Behavioral Objective - Given a selected sample of advertisements from newspapers and magazines the student will chart the type of advertising represented and distinguish the advertising which is useful in making wise choices from the advertising which appeals to the emotions of the consumer.

Sub Generalizations	Learning Experiences	Resources
Since the primary objective of advertising is to sell, many techniques and appeals are utilized.	Pretest	Teacher provided
	HELP - Learning Package - "Advertising Appeal" Students will listen and watch to advertisements on the radio and television listening and watching for: 1. attention getter 2. scare technique 3. emotional appeal 4. associations	HELPS, Sandra Miller University Park, Pa. Radio and television
	Students complete study sheets on techniques and appeals of advertising.	Teacher provided work sheets.
	Students will create their own advertisements to be recorded and critiqued.	Tape recorder, posters. Students provided material.
Advertising also has its advantages and disadvantages.	Students will chart the advantages and disadvantages of advertising. Follow up with discussion.	The Consumer in the Marketplace, Levy, Feldman and Sassoreth, pp. 22-35

Sub Generalizations	Learning Experiences	Resources
Advertising is offered through four basic types: 1. primary 2. institutional 3. testimonial 4. differential	Students create colleges of types of advertisements. Transparencies: "Advertising is a Multiphased Thing" Creation of Bulletin Board "Many Media ... Many Messages"	Magazines, Newspapers Kit, Teaching Consumer Economics, "The Marketplace - How to Use Advertising"
Consumers are influenced also by the "Sale Sign" of advertising.	Learning Package "Decisions Made While Under the Sale Sign"	HELP, Patricia Lynn, Upper Marlbow, Md.
Consumers must evaluate advertisements ofr their personal needs.	Transparencies: Evaluating Advertising	Transparencies, Evaluating Advertising 3 M Company - #15-3534-3

Concept VI - Consumer Law: Rights and Responsibilities

Major Generalization - There are certain lawful rights and responsibilities of every consumer.

Behavioral Objective - The student will demonstrate his understanding of consumer rights and responsibilities by revealing how they can be put into practice

Sub Generalizations	Learning Experiences	Resources
Caveat empton (Latin for "Let the buyer beware") is an old principle still important to the consumer in the free marketplace.	Record with follow-up discussion	Kit, Teaching Consumer Education "The Marketplace - Avoiding Gyps and Frauds" - Changing Times Educational Service
	Students compare case studies concerning fraudulant practices	
	Student participation in game - "Swindle"	Kit, Teaching Consumer Education "The Marketplace - Safeguards for Shoppers" Changing Times Educational Service
The consumer has rights to protection from gyps and frauds.	Students listen to tape "Frauds" answering question from tape.	Kit, Modern Consumer Education, Tape 6 - Frauds
Written guarantees and warranties present facts about the sellers or makers willingness to fulfill claims made for a product.	Assign reading of "How to Read Guarantees, Warranties, Tags and Labels"	Today's Consumer, Rights and Responsibilities", Homemaking Laboratories
	View transparencies	
	Students collect warranties and guarantees. Discussion of information given.	Economics for Consumers, Gordon and Lee, pp. 332-356
	Students complete study guide of terms on guarantees and warranties.	Teacher provided materials.

Sub Generalizations	Learning Experiences	Resources
	Use individual programmed instruction "Ways to Shop - Its Guaranteed Or Your Money Back"	Kit, Modern Consumer Education "Ways to Shop - Guaranteed or your Money Back" - Grolier Educational Corporation
	View filmstrip "Guarantees, Warranties and Service"	Filmstrip, Guarantees, Warranties and Service, Journal Films Inc.
	Discuss and review through guarantee check list.	
Each consumer has the 1. the right to be informed 2. the right to safety 3. the right to choose 4. the right to be heard	View film: Report to Consumers Discuss: Rights of consumers mentioned.	Film, Report to Consumers Montgomery Ward and Company
	Listen to recording "Buyers Bill of Rights"	Kit, Consumer Law: Rights and Responsibilities, Changing Times Educational Service
	Use of case studies related to the 4 consumer rights.	The Consumer in the Marketplace, Levy, Feldman and Sassoreth, pp. 415-433
		Bulletin Board, The Right to Choose
		Kit, Consumer Law: Rights and Responsibilities, Changing Times Educational Services.
		Consumer Buying, Fitzsimmons
	Chart: 1. agencies which help consumers 2. level of government 3. courses of action 4. address for notification	Illinois Teacher, "Consumer Complaints"
	Use simulation game: Consumer Redress	Kit: Consumer Law: Rights and Responsibilities Changing Times Educational Service.

Concept VII - Purchasing of Goods and Services

Major Generalization - General factors can be applied when deciding upon the purchasing of all goods and services.

Behavioral Objective - The student will choose one of the following areas: Food, clothing, housing, furniture, and appliances, protection or transportation, and complete a written paper describing factors which influence the purchasing of the goods and services.

Sub Generalizations	Learning Experiences	Resources
Factors influence consumer decisions: 1. individuals resources, values, needs and wants 2. family composition 3. environmental conditions 4. social environment 5. mobility of person 6. availability of goods and service.	Divide class into six areas, each area in a separate part of the classroom. 1. Display all required materials and equipment. 2. Give instructions to each student a. complete all readings b. view all films, filmstrips and slides c. listen to all tapes d. answer all puzzles, questionnaires e. write paper using all information gained 3. Present panel discussion of findings, listing all general factors on blackboard.	FOODS AREA - Kit, Be a Better Shopper, Cornell University Filmstrip, Food Consumer Education I Aims Instructional Media Service, Inc. Kit, Modern Consumer Education "Best Buys in Food" "Food Planning " - Grolier Education Corp. Better Buymanship - Foods, Co/Ed Forecast Today's Consumer, Homemaking Research Laboratories, pp. 57-62 Filmstrip, Journal Films, Making The Best Buys in Foods The Consumer In the Marketplace. Levy, Feldman, Sasseroth, pp. 221-261 The Consumer and His Dollar, Schoefeld and Natella, pp. 105-115 CLOTHING AREA Filmstrip, Clothing, Consumer, Education II AIMS Filmstrip, Journal Films, Buying Clothing Filmstrip, Appearance Makes the Difference, Celanese Fiber Marketing

Sub Generalizations	Learning Experiences	Resources
		Consumer Buying for Better Living, Fitzsimmons, pp. 510-539
Suggestions to improve buying habits: 1. Be aware of regular prices so as to recognize specials and sales 2. Try lesser known brands to find acceptable quality at lower costs 3. Recognize some convenience costs less 4. Avoid impulse buying 5. Control away from home costs 6. Budget ahead 7. Be conservative in selections 8. Recognize quality of materials 9. Suitability to purpose 10. Appropriateness of size	Complete: Check list of suggestions for comparison within the six areas.	FURNITURE AND APPLIANCE Better Buymanship - Home Furnishings CoEd/Forecast Buying Appliances, What's Good Furniture, Consumer Education Series, Books 3 and 4 Todays Consumer, Homemaking Research Laboratories - pp. 51-56 Kit, Modern Consumer Education, Furniture and Appliances, Grolier Educational Corporation Filmstrip, Furniture and Appliances, Consumer Education II AIMS Consumer Buying for Better Living, Fitzsimmons, pp. 338-412 The Consumer In the Marketplace, Levy, Feldman, Sasseroth, pp. 249-312 The Consumer and His Dollar, - Schoenbeld and Natella, pp. 139-145 PROTECTION Kit, Modern Consumer Education, Protecting Family Health and Safety. Filmstrip, Buying Protection: Health and Life Insurance, Consumer Education II, AIMS Todays Consumer, Homemaking Research Laboratories, pp. 117-124 The Consumer and His Dollar, - Schoenfeld and Natella, pp. 225-245

Sub Generalizations	Learning Experiences	Resources

Kit, Modern Consumer Education, "Clothing" - Grolier Education Corp.

Dress Well for Little Money, Consumer Education Series, Book 1, Xerox Corporation

Todays Consumer, Homemaking Research Laboratories, pp. 63-70

The Consumer and His Dollar, Schoenfeld and Natella, pp. 115-121

Consumer Buying for Better Living, Fitzsimmons, pp. 300-337

The Consumer in the Marketplace, Levy, Feldman, Sasseroth, pp. 169-216

Better Buymanship - Clothing - Co/Ed Forecast

HOUSING AREA

Filmstrip, Housing, Consumer Education I, Aims

Filmstrip, Journal Films, Buying A House

Kit, Modern Consumer Education "Shelter" - Grolier Education Corp.

Todays Consumer, Homemaking Research Laboratories, pp. 49-56

The Consumer and His Dollar, Schoenfeld and Natella, pp. 195-224

The Consumer In The Marketplace. Levy, Feldman, Sasseroth, pp.217-248

Sub Generalizations	Learning Experiences	Resources
		The Consumer In The Marketplace , Levy, Feld,an and Sasseroth, pp. 333-388 Consumer Buying for Better Living, Fitzsimmons, pp. 413-440, 482-509 TRANSPORTATION Filmstrip, Journal Films, "When You Buy A Car" Filmstrip, Transportation, Consumer Education II AIMS Kit, Modern Consumer Education "Transportation" - Grolier Educational Corporation Today's Consumer. Homemaking Research Laboratories, pp. 71-80 The Consumer And His Dollar- Schoenfeld and Natella - pp. 125-139 The Consumer In The Marketplace - Levy, Feldman, Sasseroth - pp. 389-416 Consumer Buying For Better Living , Fitzsimmons, pp. 441-463

Concept VIII - Decision Making and its Effects on Consumer Choices

Major Generalization - Choice making is a skill to be developed as it is very helpful in attaining a satisfying life.

Behavioral Objective - From a case study, the student will realistically identify the problem, offer possible alternatives, choose a solution and make an evaluation.

Sub Generalizations	Learning Experiences	Resources
Management consists of choosing from a range of alternatives. Theoritically, the management process consists of: 1. Identification of problem 2. List of possible alternatives 3. Choice from alternatives 4. Evaluation of choice	Individual instruction "The Choice Is Yours" View transparencies: Home Management Is. Discuss management process Assigned reading: Home Management Is Game: A Shopping Spree-A Decision Game Case Studies	HELPS - "The Choice Is Yours" AHEA Transparencies #1, 2, 3, 4, 5, 6 "Home Management Is" ... Thomas Illinois Teacher "A Shopping Spree-A Decision Game" pp. 40-42 Home Management Is - Thomas pp. 98-101 Teacher's Guide

TEEN CLOTHING

Concept I - You Are What You Wear

Major Generalization - The clothing man wears is an influence of his needs and the environment in which he lives.

Behavioral Objective - The student will use a clothing analysis chart to identify her clothing needs.

Sub Generalizations	Learning Experiences	Resources
One's life activities determine the type of clothing one wears.	Discuss clothing needs as related to the students present and future activities. Group of students develop a bulletin board displaying activities and clothing common to Senior High Students.	Clothing, a Comprehensive Study, Craig
Individual needs are satisfied by clothes.	Plan a hypothetical travel itenerary and create a pictorial summary of the clothes necessary.	
One needs to understand the difference between fad and fashion.	Have a "Fad Day" each student wears to class what she feels is fad. Develop a plan for evaluating "Fad Day". Develop a bulletin board on "fad and fashion".	
Fad influences family needs and wants.	Display of fashions in clothing of the past.	
Advertising may influence our choices.	Collect clothing ads from popular magazines and mount on paper. Have class identify the style of clothing. From teenage magazines such as Coed, Seventeen, and others, allow each pupil to select an appealing advertisement. Either write or present to the class an evaluation of the AD. By using a checksheet the contents of the AD can be identified.	

Sub Generalizations	Learning Experiences	Resources

Sampling of "What to Look For?"

	Yes	No
. Does it have eye appeal?	___	___
. Have you ever heard the Brand Name?	___	___
. Does it tell the fiber content of the fabric?	___	___
. Is there a key word that denotes care?	___	___

Using the ADS clipped from magazines assemble a collage on an easel or flannel board. An eye-catchy mass arrangement with a catchy title will reinforce the affects of advertising on our choices.

Fashions may be influenced by events in history.

Invite senior citizens to participate in a panel, "I remember when I wore _____".

Using committee groups, compare historical pictures and fashion illustrations and identify influence of historical happening on fashion.

Class create the "Costume of tomorrow" showing historical influence.

Have each student use a current magazine and point out what might be fad and why they would choose it.

Choice and use of clothes may be influenced by cultural heritage.

Concept II - Fashion and the Garment Industry.

Major Generalization I - Fashion is a force that is difficult to explain; it motivates people to suffer physical discomfort and to go into debt in its name.

Behavioral Objective - Class members will develop a collage depicting the sequential fashion trends, 1900 to present.

Sub Generalizations	Learning Experiences	Resources
Fashion is one of the strongest forces in the world.	Discuss and identify pictures of fashion throughout history. Make an outline of the progression of self-adournment from the time of primitive man to the modern world of "haute couture". Display collected antique clothing. Relate fashions of the past to present day. Discuss the cycle of clothing. Define fashion terms: style fashion high fashions fad taste Have students evaluate clothing worn by T.V performers and persons of high esteem. How are we influenced by their dress?	"Women's Wear Daily".
Most dress designers work with five basic dress silhouettes.	Discuss basic styles. Indicate some currently popular dress silhouettes and sleeve lines. blouson — shirtwaist bouffant — mayen princess — draped sheath — back fullness	

Sub Generalizations	Learning Experiences	Resources
	Refer to articles: "Analyzing Fashion Trends" "The Business of Fashion Change"	Inside the Fashion World, Jarnaw and Judellis

Concept III - Social and Economic Influences on Clothing.

Major Generalization - Fashions are influenced by individuals who challenge the status quo, and by improvements in communications and transportation.

Behavioral Objective - After class discussion of social and economic influences on clothing the student will choose a particular influence and prepare a paper discussing the topic in depth.

Sub Generalizations	Learning Experiences	Resources
In any society the modes of dress have a direct relationship with social concepts and economic conditions.	Discuss the relationship between the social and economic position of women in the 19th century and increasing immobility from fashion. Compare this to her modern position and dress. Have the class discuss the importance given to status and prestige today. What special objects are today's status symbols? Class make a study of influence of period in 19th and 20th century such as: Women's Rights American Industrialism Women in Sports and Business World War I - Women Entery Heavy Industry Roaring 20's Women's Emancipation The Depression Years W. War II - Post-War Fashions	Clothing, A Comprehensive Study, Craig

Sub Generalizations	Learning Experiences	Resources
	Allow the students to discuss the fact that the more active role a woman has in society the more practical her clothes are likely to be. Students may want to begin a study on the beginning of the sportswear industry.	
Changing social values have had effects upon dress.	Assign reading of: (1) Amory - Who Killed Society (2) Allen - The Big Change (3) Allen - Only Yesterday (4) Packard,- The Status Seekers, or (5) Lynes - The Taste Makers Discuss the effects of other social conditions on clothing.	Library Books

Concept IV - Values and Attitudes Toward Clothing.

Major Generalization I - Attitudes toward clothing are influenced by family, community, social mobility, as well as customs and traditions.

Behavioral Objective - Students will use a checklist to determine their feelings toward "clothing behavior."

Sub Generalizations	Learning Experiences	Resources
In every society the social attitudes and values of the people influence conduct and dress.	Define mores. How is fashion effected by a change in mores.	
Attitudes are learned ways in which a person usually thinks, feels or reacts toward people.	Do one's attitudes change during a lifetime? What influences these changes?	
Clothing behavior often reflects a person's acceptance or rejection of his social environment.	Of listed factors, which would you consider most important in your clothing behavior? prestige — sex appeal comfort — self-confidence beauty — modesty conformity — efficiency economy	
During adolescense there is a conflict between a desire to be sexually attractive and sense of modesty.	Discuss: J. C. Flugel's belief- "of all the motives for wearing clothes , those connected with sexual life have an altogether predominant position." Class discussion of Sigmund Freuds theory of the mind being divided into 3 levels, (a) the id, (b) the ego, (c) the superego.	Clothing, A Comprehensive Study, Craig
In adulthood the clothing desire varies greatly depending upon the type of life one leads.	Student listing of values which they feel are important in presenting a good personal appearance. Include such values as: prestige — modesty beauty — comfort self-confidence	

Concept IV - Values and Attitudes Toward Clothing.

Major Generalization II - Changing periods in the life cycle are accompanied by changing values in clothing.

Behavioral Objective - The student will use pictures and sketches to illustrate how clothing needs are effected by age.

Sub Generalizations	Learning Experiences	Resources
During infancy comfort is the most important clothing factor.	Use magazines and catalogs to check on the type of clothing infants wear. Bring clothing articles to class and evaluate clothing construction for comfort. Bring to class snapshots showing fashions worn from infancy to present.	Clothing, A Comprehensive Study, Craig, Chapter 9
Comfort and efficiency of clothing are important to the toddler.	Compare the development of the toddler as to the type of clothing one wears.	
Conformity and economy as well as comfort and efficiency in clothing are desirable for the pre-schooler and kindergarten child.	Compare cost of clothing of pre-schooler as compared to earlier ages. Develop a checklist for selection of clothing for this age groups.	

Concept V - Appearance and personality.

Major Generalization - An individual's personality and use of clothing reflects his self-concept, his attitudes toward society, and his basic needs.

Behavioral Objective - Student will determine his personality classification and discuss clothing that will emphasize her personality.

Sub Generalizations	Learning Experiences	Resources
Personality refers to the impression an individual makes upon others.	Discuss classification of personalities: ingenue sophisticated romantic dramatic athletic	Clothing A Comprehensive Study, Craig
Among the factors important in creating a good first impression are appearance, mannerisms and manners, and voice and conversation.	Stress that personal appearance counts for so much when applying for a job. Have students record their own voices and listen to the playback for self improvement. Discussion on beauty contests and speculate on their effect upon winners and losers. Question box and invite students to submit written questions on social problems and dress which can be used as a basis for discussion.	

Concept VI - Selection and Clothing Care.

Major Generalization I - Color is far more important in achieving a well dressed appearance than many realize.

Behavioral Objective - The student will write a color analysis of oneself, applying the principles discussed.

Sub Generalizations	Learning Experiences	Resources
Colors hold a psychological significance for man.	Discuss the colors around us and show how they affect us. Using swatches express the feeling "felt" by each.	Clothing A Comprehensive Study, Craig, Chapter 12
The properties of temperature and motion are often attributed to colors.	Have a volunteer make a chart of color swatches to demonstrate the principles of receding and advancing colors.	
A number of color harmonies which produce pleasing color combinations have been developed.	Define and experiment with the color wheel to understand the terms: primary — manochromatic secondary — analagous testiary — complimentary triadic — accented neutral	
Complementary colors emphasize each other by contrast.	Drape fabric or paper swatches over the shoulder of several class members to demonstrate the varying effects that color has on the appearance of different individual's hair, skin and eyes.	
A color used with a neutral color appears brighter than when used with other colors.	Have a student wear a neutral color becoming to her and demonstrate how color appears brighter against a neutral background.	

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Sub Generalizations	Learning Experiences	Resources
Black and dark colors absorb light; white and light colors reflect light. Color is emphasized by repetition.	Use swatches to demonstrate these principles on a student.	
Artificial light alters color.	Construct a box with an inserted incandescent light and one with a fluorescent light. Compare the difference in colors.	
White and light colors increase size but conceal contours; black and dark colors decrease size but reveal contours.	Use a black and a white cutout against a white and a black background to demonstrate this concept. You may also use pastels of different hues.	

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Concept VI - Selection and Clothing Care.

Major Generalization II - An understanding of the elements of design and the application of the principles of design will help the individual to select clothing that will accentuate physical assets and minimize physical defects.

Behavioral Objective - The students will analyze their figure silhouettes in writing and determine the line suitable to their figure.

Sub Generalizations	Learning Experiences	Resources
Art elements are form and shape, line, texture and patterns, and color.	View filmstrip "Selecting Fabrics".	Visual - McGraw-Hill
Form and shape is the overall silhouette projected by an individual.	Have each student individually photographed in silhouette form as to discuss and evaluate form and shape of the body.	
Line indicates direction.	Discuss lines and how they affect the figure. Demonstrate each line on individual silhouettes. horizontal vertical diagonal curved transitional decorative	Clothing, A Comprehensive Study, Craig, Chapter 13
The principles of design are the rules which govern the use of the elements of design.	Define and illustrate in notebook - use pattern book or magazines: Balance — Emphasis Proportion — Unity or harmony Rhythm — Texture and pattern	

Concept VII - Textiles

Major Generalization I - Textiles are products of fiber and/or yarn, fabric construction and finish.

Behavioral Objective - The student will define in writing the word "textiles".

Sub Generalizations	Learning Experiences	Resources
Textiles are products of fibers and/or yarns.	Define textiles. Discuss the origin and source of natural fibers and man-made fibers.	Clothing - A Comprehensive Study, Craig, pp. 244-246
Textiles are products of fabric construction and finishes.	Discuss briefly the basic steps in making yarn into a finished fabric. Write several paragraphs about "What Are Textiles?" for an introduction to your notebook.	Visual Aid, Wool Fiber in the Making, Pendleton Woolen Mills. Textile Handbook #1611, AHEA.

Concept VII - Textiles

Major Generalization II - A knowledge of yarn construction, weaving and finishing processes makes the consumer more aware of different textures and how to use and care for garments.

Behavioral Objective - Given a history of fibers, the student will match them to a list of physical and chemical properties.

Sub Generalizations	Learning Experiences	Resources
Fibers vary in such properties as length, luster, resiliency, strength, and crimp, and also in their reaction to such conditions as light, moisture, temperature and stress.	Discuss the outstanding advantages and disadvantages of the most important kinds of natural and man-made fibers. Comment on experiences you have had in the use and care of garments made from some of these fibers. Make a chart of fibers and their characteristics for your notebook.	Clothing, A Comprehensive Study, Craig, pp. 246-255 Textile Handbook #1611, AHEA.
Some characteristics of fibers may not be retained in the finished fabric if blended or combined with other fibers (or modified during some stage in the manufacturing process).	Discuss reasons for blending fibers and how the blend may influence the characteristics of the fiber. List several commonly used blends and the characteristics of each for your notebook.	Textile Fibers and Their Properties, Burlington Industries, Inc.

Concept VII - Textiles

Major Generalization III - Differences in yarn result from variations in ply, twist, count weight, crimp, texturizing processes, and other design variations.

Behavioral Objective - The student will explain in writing the terms applicable to fiber construction, texturizing processes and design variations.

Sub Generalizations	Learning Experiences	Resources
Ply, twist, count and weight cause differences in yarn.	Define the terms: ply, twist, count and weight. Discuss how weight and count are determined.	Clothing, A Comprehensive Study, Craig, pp. 255-258
	Make a bulletin board showing examples of each.	Fabric samples or sketches.
Crimp, texturizing processes and other design variations also cause differences in yarn.	Discuss crimp, texturizing processes and design variations and how they are produced.	Textile Handbook #1611, AHEA.
		Booklet, Man Made Fibers
	Collect different kinds of yarn. Mount them in the notebook and give as much information about each as possible.	Textile Topics, Celanese Ed. Service

Concept VII - Textiles

Major Generalization IV - Fibers and/or yarns may be converted into cloth by various methods which will influence the properties of the end product.

Behavioral Objective - Given samples of cloth, the student will identify in writing and explain briefly the process used in making each sample and for what types of garment each would be suitable.

Sub Generalizations	Learning Experiences	Resources
Yarns can be woven to produce cloth.	Discuss the weaving process and the various types of weaves. Study examples of each with magnifying glass. Make examples of plain, basket, rib or cord, twill, and satin for your notebook.	Clothing, A Comprehensive Study, Craig, pp. 258-259
Yarns can be knitted into cloth.	Define the knitting process, including single knits and hand knitting. Collect examples of each for your notebook. Have students make a bulletin board showing various methods for converting yarn into cloth.	Textile Handbook, #1611 AHEA.
Knotting, interlacing, bonding, felting, and extruding are other methods for converting fibers and/or yarns into cloth.	Discuss the other methods of converting fibers into cloth. Collect samples or pictures of each for your notebook.	

Concept VII - Textiles

Major Generalization V - Satisfactory service from a garment is more likely to be assured if the fabric, finish, and style of the garment are compatible with the intended use. Finishes may be applied to fabrics to produce and control desired qualities.

Behavioral Objective - Given a list of general and special finishes, the student will explain orally the purpose of each.

Sub Generalizations	Learning Experiences	Resources
General or routine finishes are those that are necessary to obtain the generally accepted standards for a specific fabric.	List, define, and discuss each of the general or routine finishes used on fabric. Find an example of each for your notebook.	Clothing, A Comprehensive Study, Craig, pp. 260-261 Booklet, A Definitive Guide to Permanent Press, Celanese Fibers Marketing Co.
Special finishes are those which change the characteristics of the fabrics.	List, define, and discuss each of the special finishes. Mount five examples and identify for your notebook.	Clothing, A Comprehensive Study, Craig, pp. 261-262 Textile Handbook, #1611 AHEA.

Concept VII - Textiles.

Major Generalization VI - Knowledge of the physical and chemical characteristics of textiles and clothing helps individuals and families in their selection, use and care.

Behavioral Objective - The student will analyze her own wardrobe in relation to the physical and chemical characteristics of textiles and will discuss in writing how her selections could be improved.

Sub Generalizations	Learning Experiences	Resources
The finished textile will give more satisfactory service when the characteristics of the fabric are compatible with the intended end use.	Mount swatches of cotton, linen, wool, silk, rayon, or blends of natural and man-made fibers on separate sheets of paper. Mount a picture of a dress, suit, or coat beside the swatch and tell why you think this fabric would lend itself well to this particular design. Put in notebook.	Clothing, A Comprehensive Study, Craig, Chapter 14
The ability of individuals and families to predict the performance of textiles helps them gain increased satisfaction from selection, use, and care.	Have each girl select a garment that she is not satisfied with. Explain how the knowledge she has now acquired will help her avoid future mistakes of this type and give her increased satisfaction from selection, use, and care.	Booklet, Fibers and Fabrics, Educational Dept., Vogue Pattern Service.

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Concept VIII - Responsibilities of Consumers

Major Generalization - The consumer can improve production and distribution of textiles and clothing by communicating needs, wants, satisfactions or dissatisfactions to the retailer and the manufacturer.

Behavioral Objective - Given several situations, the student will describe ways of communicating his needs, wants, satisfactions and/or dissatisfactions to the retailer and/or the manufacturer.

Sub Generalizations	Learning Experiences	Resources
The consumers' purchase of any item of clothing denotes to the retailer or manufacturer approval of the item.	Have a manager or buyer from a department store or dress shop talk to the class about how his wholesale purchases are influenced by their retail purchases.	Manager or buyer from a department or dress shop. Slides, Be A Better Shopper Cooperative Extension, U. S. Dept. of Agriculture, Roberts Hall, Cornell University.
The return of items that are unsatisfactory to the consumer is one way of communicating with retailers and manufacturers.	Discuss some experiences that you have had in returning a garment because: (a) it has not met wear-expectancy standards in wear or cleaning: (b) it did not fit; (c) you found you did not like the item once you got it home.	Clothing, A Comprehensive Study, Craig, Chapter 16
The concerted efforts of consumers can bring about improved standards of clothing products and increased consumer information.	Assemble a number of labels and note the information on each. Do you consider the information adequate? Why? Why not? Discuss changes which have taken place due to the effort of consumers.	
	Using these hang-tags decorate a bare branch and make a HANG-TAG TREE. This may be a conversation piece, a discussion promoter, a window display, and a reminder to be a hang-tag saver and user.	Buying Guides for Clothing. Teen Horizons, Lewis, Banks, Banks, p. 466-470

Concept IX - Clothing Construction

Major Generalization I - Before constructing clothing one needs a knowledge of equipment, fabrics and techniques in construction and alterations.

Behavioral Objective - Through demonstrations the student will express her understanding of the use of equipment and the handling of special fabrics.

Sub Generalizations	Learning Experiences	Resources
Knowing the basic tecnhiques may lead to creative construction.	Examine ready-made garments for the use of techniques. Demonstrate various methods of constructions.	Clothing, A Comprehensive Study, Craig, Chapter 20
Proper equipment and the knowledge of how to use it are necessary for successful clothing construction	Arrange a display of equipment for sewing and discuss the proper use of each item with the class.	Pamphlet, Gain in Fabric, Coats and Clark
The use of information on the handling of fabrics, selection of a pattern, and choice and shaping of materials will help to avoid costly mistakes.	Refer back to concept on textiles. Students may refer to lack of pattern envelop and discuss fabrics and why the pattern was chosen. Define; then discuss use of shaping materials - interfacing, underlining lining, interlinings.	Pamphlet, Pick the Perfect Pattern, McCall's Patterns Ed. Service. Pamphlet, Veriform Durable Press - Stagy, Ed. fact sheet
Special fabrics require special treatment in construction.	Obtain yard lengths of a number of special fabrics such as: napped or pile fabrics, directional prints, plaids and stripes, sheer, knitted, stretch Ask volunteers to wear or bring in to class items of clothing demonstrating different uses of the fabrics.	

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Sub Generalizations	Learning Experiences	Resources
In selecting a pattern you need first select your figure and pattern type.	Demonstrate how to measure for and select the right pattern. Discuss alterations of patterns and check any alterations students will need to make before placing the pattern on the fabric.	Flat Pattern Methods, Hollen Pamphlet, Alter The Pattern, Penn State University

Concept IX - Clothing Construction

Major Generalization II - The unit method of construction applied to graded projects helps the student to develop skills rapidly and to work independently.

Behavioral Objective - The student will construct or alter a garment displaying techniques of clothing construction.

Sub Generalizations	Learning Experiences	Resources
The principle units of a dress are the bodice and skirt.	List individual units of bodice and skirt.	Clothing, A Comprehensive Study, Craig, Chapter 21
To use the unit method you need an understanding of certain terms and techniques.	Go through glossary of construction techniques and call attention to terms used in unit construction. Bulletin board on suggestion in construction.	
Occasional fittings are necessary.	Students may fit each other. Evaluate and grade constructed garment.	

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YOUNG CHILD

Concept I - Growth, Development and Guidance of Children

Major Generalization - A child is a component of his heredity and enviornment.

Behavioral Objective - Following class activities the students will discuss the history of child development and the appreciation of ones childhood as preparation for parenthood.

Sub Generalizations	Learning Experiences	Resources
Appreciation of children increases with understanding.	By using a check list, determine what experience students have had with babies and children. Initiate discussion about the film which stresses that day-to-day enjoyment of family living and how parents may privide the best emotional climate for children to grow into happy, well adjusted adults. Relate experiences whereby you received pleasure from being with children.	Film - "Bright Side" University of Illinois Visual Aids Service Division of University Extention Champaign, Illinois "Introductory Homemaking", Cross, p. 158
Each child is different. What a child does helps determine how we respond to him.	List words to describe children. Compare. Combine some of students' impressions and construct a "normal" child.	Understanding and Guiding Young Children - Baker Lane -
We really cannot be sure what a child is like until we have watched him carefully over a period of time.	Observe a group of 3 or more preschool children for 15 minutes while they are playing. List the kinds of behavior you see, i.e., sharing, quarreling. List 10 experiences a child might have and suggest how each might affect his personality.	

Concept II - Childhood Revisited

Major Generalization - You are who you are today, because of your past.

Behavioral Objective - The class will develop a list of one's dominate characteristics, hereditary and environmental.

Sub Generalizations	Learning Experiences	Resources
The past is related to the present	Use flash pictures of families to create relationships. Discuss: What is your earliest memory? What do you remember? Find pictures of children of years gone by and present todays pictures. Compare dress, play, activities, toys, and discipline. Bulletin Board.	
	Read and discuss what scientists have learned about children in the last century.	The Developing Child - Brisbane, Chapter 1
The child's personality is effected by inherited characteristics, environment, peer group influences, and cultural standards.	Have each student bring in his own baby picture and have the students identify them. Have any interested students create their "family tree" note similarities and differences between parents - offspring. Reading Assignment: Hereditary and Environmental Influences on the Child. Use slides to show different environments in which children grow up.	Your Marriage and Family Living, Landis

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Concept III - Planning for Parenthood

Major Generalization - An individual may be more readily able to accept the position of parenthood if he knows the responsibilities of parenthood.

Behavioral Objective - After discussing needs, responsibilities, and costs of parenthood, the student will construct a checklist to evaluate these concepts.

Sub Generalizations	Learning Experiences	Resources
A couple needs to be ready for a child.	Define Love - discussion of love.	Relationships, Westlake
	Hear a case study of a young working couple, - goals for their marriage, and attitudes about children.	Married Life, Rinker and Brisbane, p. 148
	The Love Scale	
	Discuss the need for both parents to want the coming baby, and to recognize their responsibilities for its care. Give ex: of behavior showing stages of maturity that help make a person more flexible.	Your Marriage and Family Living, Landis
	Panel discussion: "Division of responsibilities of parents in caring for a new baby."	
	Research and tally costs of having a baby.	Your Marriage and Family Living, Landis - Chapter 16
	Set up a budget for a young couple who are about to have their first child.	
Together a couple needs to determine a philosophy toward family membership.	Discuss: Attitudes and responsibilities of family members. "Population explosion" and implications of modern young couple.	

Concept IV - The First Nine Month of Life: Fetal Development

Major Generalization I - Students need to understand human physiology.

Behavioral Objective - The student will complete a learning pac - to familiarize oneself with the human reproduction process and environmental influences which can be detramental to the developing fetus.

Sub Generalizations	Learning Experiences	Resources
Discover the extent to which the student understands the reproduction of new life.	Pre-Test	Home Economics Learning Package - Nancy Barton - Mansfield, 1971 - revised
	Question-Box	
A new life begins when an egg cell and a sperm cell unite to form a fertilized egg cell.	View filmstrip "From Conception to Birth."	Filmstrip, Understanding Human Reproduction - Part II - Revised - Guidance Associates
	Read and view photographs - "Life Before Birth."	Life Magazine - August, 1965
Being a girl or woman entails responsibilities and privileges.	Read "Reproductions."	Relationships, Westlake
	Discuss: (1) What does it mean to be a woman? (2) What is the role of the female in our society?	Married Life, Riker and Brisbane
	Explaination of menstrual cycle and reproductive organs by use of charts and transparencies.	Tampax Corporation
Being a boy or man entails responsibilities and privileges.	Discuss: (1) What does it mean to be a young man? (2) What is the role of the male in our society.	
	Read and discuss: "Men, Women and Sex."	Patterns of Life: Human Growth and Development, Dolloff and Resnick

Concept IV - The First Nine Month of Life: Fetal Development

Major Generalization II - The development of the baby before birth.

Behavioral Objective - Given a list of statements or a group of pictures describing the fetus at different developmental stages, the student will arrange them in chronological order.

Sub Generalizations	Learning Experiences	Resources
An understanding of the reproductive system enables one to understand pregnancy.	View filmstrip: "Conception to Birth".	Understanding Human Reproductions, Guidance Associates.
	Discuss - Open group discussion	
	Read: "Meaning of Sex" Human Growth and Development	Married Life, Riker and Brisbane, Chapter 3
	Read and view photographs - "Life before Birth"	Patterns of Life, Dolloff and Resnick
	"Give the Name Game" identifying terminology.	Life Magazine - August 30, 1965
	Crossword Puzzle	Learning Pac. - The First Nine Months, Linda Kirans, Emmaus Jr. High School
	Have a nurse and an obstetrician visit the class and discuss the "reproductive process" in relation to the teen-age girl.	
	List the development of the unborn from conception to birth.	
	Movie, "I'll Never Get Her Back".	Penn State University Film Library

Concept IV - The First Nine Month of Life: Fetal Development

Major Generalization III - The mothers environment affects the development of the unborn child.

Behavioral Objective - The student will name four environmental influences which can be detrimental to the developing fetus and explain why they are detramental.

Sub Generalizations	Learning Experiences	Resources
There is evidence that excessive cigarette smoking by the mother during pregnancy is damaging to the unborn child.	Discuss chart statistics. Panel discussion: Cost of cigarette vs. medical expenses and emotional strain. Survey of pregnant women who smoke - Work in cooperation with local obstetricians. Follow through study of weight of child.	Your Marriage and Family Living, Landis
Virus diseases during pregnancy can be disasterous to the unborn child.	Have a student interview a pediatrician and tape conversation for class use. Survey class to see how many of students never had Rubella. Discuss results of survey.	
Rh incompatability of mother and child may cause difficulties.	Have school nurse explain blood typing. Students visit laboratory of local hospital and observe the typing of blood. Discuss learnings: Rh - blood type Rh + blood type Preventives	School Nurse Local Hospital Pamphlets available from obstetrician.

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Concept IV - The First Nine Month of Life: Fetal Development

Major Generalization IV - The mothers environment affects the development of the unborn child.

Behavioral Objective - The student will name four environmental influences which can be detrimental to the developing fetus and explain shy they are detramental.

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Rh incompatability of mother and child may cause difficulties.	Have school nurse explain blood typing. Students visit laboratory of local hospital and observe the typing of blood. Discuss learnings: Rh - blood type Rh + blood type Preventives	School Nurse Local Hospital Pamphlets available from obstetrician.

Sub Generalizations	Learning Experiences	Resources
Personal health habits have much to do with the development of the fetus.	Discuss a V.D. Film. Discuss causes and results of V.D. in relationship to the developing fetus.	Local Pulbic Health Clinic Patterns of Life, Dolloff and Resnick, p. 70-71
Good food correctly prepared and of sufficient variety is important during pregnancy.	Discuss "Basic 4" Special Diets Restricted Diets Discuss nutritional needs during pregnancy as related to weight control. Group Discussion: "Eating for Two?" Write a day's diet for a expectant mother. Oral reports on: Dental Care Exercise and Recreation Personal Health Habits Illnesses Rest and Relaxation Quest Articles: 1. "Every 2 minutes someone gets V.C." — Family Health, June 1972 2. "All Out Care" — Family Health, July 1972 3. "Should Your Child Be Circumcised" — Family Health, February 1972	Foods and Your Future, White

*Concept IV could be used as an individualized learning package for students independent study.

Concept V - Family Planning

Major Generalization - Children need to be born to parents who are willing to rear them to adulthood.

Behavioral Objective - Through class discussion the student will verbalize responsibilities of parents.

Sub Generalizations	Learning Experiences	Resources
Raising a family successfully requires a certain level of emotional maturity.	Questionaire: How do you react to given situations? Assign reading of book - Phoebe Role play a family situation.	Relationships, Westlake - Chapter 29 Phoebe
Raising a family is costly.	Work out a chart expressing the cost of raising a family of 5, 3, and 0 children. Refer to chart.	Your Marriage and Family Living - Landis, p. 337
Quality rather than numbers, the goal of parenthood.	Present the moral, religious, and cost to family through use of contraceptions. Thru use of unfinished case problems let students predict the outcome. Make available present legislation and location of family planning clinics. Study world population charts. Read: This Crowded World Discuss this problem from the view point of family planning. Research Report - Tabulate answers.	Forecast - March 1973 Local Minister and Priest Family Health - Sperm Banks - May 1972 Your Marriage and Family Living, Landis - Chapter 16 By - Frederick Osborn, Public Affairs Pamphlet No.306 Your Marriage and Family Living, Landis - p. 336
Adoption may be an answer to childlessness.	Why adopt? Who can adopt? Resource person - case worker. Discuss procedure for adoption.	Child Welfare Representative

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Concept VI - The Baby's First Year

Major Generalization - The care a child receives during infancy lays the foundation for his physical, mental, and emotional development throughout childhood.

Behavioral Objective - The students will compare price, quality of construction, and usefulness of infants clothing at local store and hypothetically buy an infants wardrobe.

Sub Generalizations	Learning Experiences	Resources
A wise mother will have a minimum number of basic clothing items for the new baby.	What items should be included in a baby's layette? Bulletin Board display some items of clothing. Have a field trip to the local department store to select items for display. While there also check to find the bathing, sleeping, and feeding equipment. Note prices for class discussion. Develop a list for reference, containing all items and post on bulletin board.	The Developing Child, Brisbane, pp. 44, 47, 49 How Life Begins, Hurlock, p.11 Thresholds to Adult Living, Craig, p. 251
	Complete Baby Care -- programmed course. Compare prices and available clothing and equipment from catalog. Discuss different types of diapers.	Johnson & Johnson Baby Care Course Child Growth, Hurlock, Chapter 7 Sears Roebuck, Montgomery Ward Catalogs.
"The best-fed baby is the breast-fed baby" is more than a slogan.	Collect and display utensils and dishes appropriate for an infant and young child. Is there agreement on the statement of breast-feeding? Explain. Handout sheet - advantages and disadvantages of breast feeding - emotionally, nutritionally, and cost, etc.	Introductory Homemaking, Cross, pp. 177-178 Child Growth and Development, Ames, Page 123 Child Growth and Development, Hurlock, Chapter 6 and 7 The Developing Child, Brisbane, p. 101 Baby Talk Magazines
Feeding the baby is as satisfying to the mother as it is for the baby.	Why is it a satisfying experience for the mother? What besides nourishment does the infant receive?	The Developing Child, Brisbane, p. 102

Sub Generalizations	Learning Experiences	Resources
Circumstances and the mother's preference may make it necessary that the baby be bottle fed.	What circumstances may alter the mother's plan to breast-feed her child? What are the basic ingredients of most formulas? What equipment is needed to prepare the formula? Who decides on the specific formula for the child? the schedule? Gather equipment for preparing a formula and display to class. How do you hold an infant to feed him? Why must he be "burped"? Today prepared formula - S.M.A., Similac Discuss types of bottles and nursers.	The Developing Child, Brisbane, p. 103 Filmstrip: Infant Feeding Playtex Nurser Division Pamphlet: Playtex Nurser - International Playtex Corp. 1971
Introduce new foods in small amounts.	Why is mother's milk or formula insufficient for more than a couple weeks? Why should new foods be added at the beginning of the meal? Is temperature of food important to the infant? How often does the child eat? Why does a child spit out food? Plan a menu for an infant, a six-month old. Make a comparison study of nutritional needs. Discuss food groups, supplementary foods, feeding techniques and mealtime psychology. Laboratory experience to investigate prepared baby food and food prepared with use of blender - Compare cost, nutritional value.	The Developing Child, Brisbane, p. 105 Child Care and Development, Ames, p. 125 Teen Guide to Homemaking, Barclay and Champion, p. 399 Thresholds to Adult Living, Craig, p. 253 The Developing Child, Brisbane, p. 111 Child Growth and Development, Hurlock, p. 74 "Infant Nutrition", Teachers Manual, Gerber Products Co. "Sitting Safely", Gerber Products
Eating can be an enjoyable experience for an infant. It should be a happy time.	What are the chief daily food needs of a baby? When do you introduce new foods to a baby? How? List positive rules for producing good eating behavior. Why should mealtime be a happy time?	Child Care and Development, Ames, pp. 143-147 Today's Home Living, Hatcher and Andrews, p. 445 Child Care and Development, Ames, p. 156 Happy Mealtimes - Gerbers

Sub Generalizations	Learning Experiences	Resources
A place of his own will allow the baby better rest, develop better sleep habits and feeling of security.	Why should the baby have a room of his own if space permits? Why do pediatricians recommend no pillow for babies? What furniture is needed to furnish baby's room?	The Developing Child, Brisbane, pp. 45-46 Child Growth and Development, Hurlock, p. 97
	Have students make plans for a nursery, noting cost and essentials.	Catalogs, Newspapers, and Magazines
The baby's schedule is his whole life at infancy.	Consider the daily physical care of an infant: Eating Toilet training Teething Thumb sucking Weaning Sleeping Bathing Diapering Medical examinations and innoculations Safety precautions	Film - "Child Care and Development" U. of Minnesota Audio-Visual Ext. Service 2037 Univesity Ave., S.E. Minneapolis, Minn. 55455 Today's Home Living, Hatcher and Andrews, pp. 432-437 Thresholds to Adult Living, Craig, p. 255 Child Care and Development, Ames, pp. 126-139 Child Growth and Development, Hurlock, pp. 81-115 The Developing Child, Brisbane, p. 91 Infant Care - Children's Bureau, Publication No. 8, Superintendent of Documents U. S. Printing Office, Washington, D. C.
	Hear Public Health Nurse discuss Well Baby Clinics and health care during the first year.	
	Have mothers of infants come to class and demonstrate bathing the baby.	

Sub Generalizations	Learning Experiences	Resources
Babies go through the same developmental processes, but each at his own rate. At no other time will growth be as rapid as in the first year.	Would you recognize a baby you had seen first as a week-old infant and next on his first birthday? What may you look for during the first two months, from 2-4 months, 4-6 months, 6-8 months, 8-10 months, and 10-12 months? Describe what physical developmental changes take place at the various periods, in the first year. How does a sense of dependability on a firm schedule affect habits of a baby? Worksheets - definitions, question-answer, discussion on physical, emotional, and social development	Today's Home Living, Hatcher and Andrews, p. 433 Infant Care - Children's Bureau, Publication No. 8 Child Growth and Development, Hurlock, pp. 111-125 Family Living, Duval, p. 205 The Developing Child, Brisbane and Riker, pp. 81-117 Child Care and Development, Ames, p.43
Lack of understanding often results because we fail to recognize a child's age level and maturity.	Why is it so important that attitudes and actions of parents be consistent? What do we mean by "A child identities with the parent"? What is meant by "emotional development"? How can backgrounds of parents affect the child? Why are the first two years so important in the emotional and social growth? Heredity determines the wide limits within which a child can develop. Environment shapes and influences the development which actually takes place.	The Developing Child, Brisbane and Riker, pp. 119-149 Introductory Homemaking, Cross p. 168 Child Care and Development, Ames, p. 133 Young Living, Clayton, p. 64 Enjoying Family Living, Cross, p. 147

Sub Generalizations	Learning Experiences	Resources
	Mothering -	3 M Transparencies Catalogue No. 15-3551-7
	Why is trust so important to a child? How is it fostered? What is "mothering"? Can it be overdone? What emotions can be recognized in the first year? What are some favorite play materials and "games" of babyhood? What safety features should you be aware of?	
	Bulletin Board - "What is the Forecast For the Baby's Health"	Understanding and Guiding Young Children - Teachers Guide, p. 23
Learning is a dual process of physical and mental growth.	Motor accomplishment and bodily controls indicate mental growth. Describe the part experience and growth play in learning during the first months of a child's life. Describe an instance in environment that stimulates speech development; another that retards progress.	The Developing Child, Brisbane and Riker, p. 154 Introductory Homemaking, Cross, p. 164 Child Growth and Development, Hurlock, pp. 117-135, p. 141
	Make toys to use, distribute to local children (hospital, orphanage, etc.) These may be seasonal, such as for Christmas or Easter.	

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Concept VII - The Child From One to Three Years of Age

Major Generalization - The toddlers life is developing socially, emotionally and intellectually rather than physically.

Behavioral Objective - After discussion, observation, and participation in toddler activities the student will write a case study of an individual toddler to indicate her understanding of toddler development.

Sub Generalizations	Learning Experiences	Resources
The "Toddler" is increasingly able to "do for himself". Mother's role becomes one of guidance and supervision.	Growth is slowing and mental development accelerating. Give examples of advancement in motor abilities, interests, and physical appearance. Participate in local church school, day care, or baby-sitting position and observe the development of the 1-3 year old. Sound film-strips - "Children Play."	The Developing Child. Brisbane and Riker, pp. 171-179 Thresholds to Adult Living, Craig, pp. 261-264 Today's Home Living, Hatcher and and Andrews, p. 442 Family Living, Duvall, pp. 308-309 Child Care and Development, Ames, p.p. 54-58 Visual, Child Care and Development, Set I, McGraw-Hill
His daily schedule is similar to that of the family now - but includes an afternoon nap.	How do habits of cleanliness affect the "whole child"? Is early brushing of teeth important as long as these are "temporary" teeth? Why should a toddler be allowed choice in his clothes? Why should a child be taught to dress himself? What features are wise choices in toddler's clothes? When is a child ready for toilet training? What problems might arise at bedtime? How may they be handled? Guidance Duty Charts Sound filmstrips - "Clothing Needs of Children".	The Developing Child, Brisbane and Riker, pp. 179-194 "Your Child One to Six", Publication 30, Children's Bureau U. S. Govn. Printing Office Washington, D.C. - 20¢ Exploring Home and Family Living, Fleck, Fernandez, Munves, pp. 241-246 Teen Guide to Homemaking, Barclay and Champion, pp. 404-406 Child Care and Development, Ames, pp. 159-180 Child Growth and Development, Hurlock, pp. 184-188 Visuals, "Child Care and Development," Set I, McGraw-Hill

Sub Generalizations	Learning Experiences	Resources
Most feeding problems begin in infancy.	What are some things parents do that cause feeding problems in a child? Why should meals be regular? What about snacks? What foods is he able to handle at 2? at 3 years? Why should servings be small? How can you make food more appealing to this age group? Collect and discuss pictures showing children at mealtime. What are some of the usual feeding problems, and why do they occur? (Colic, food allergies, small appetite, refusal to give up the bottle, vomiting, refusal of vegetables, child won't feed self.)	Child Care and Development, Ames, p. 143 The Developing Child, Brisbane and Riker, pp. 187-190 Today's Home Living, Hatcher and Andrew, p. 445 Child Care and Development, Ames, p. 152-155 Introductory Homemaking, Cross, pp. 176-179
	Your Child From 1-6	U. S. D. A. Bulletin
	Sound Filmstrip - "Food Needs of Children."	Visual, "Child Care and Development, Set 1", McGraw-Hill
Appetite and food preferences vary a great deal from child to child from age to age.	In what ways does a child's appetite vary between the ages of one year and nine years? Chart these differences so all may see changes. Summarize by listing ways to make food appealing and ways to manage a child's eating behavior.	Child Care and Development, Ames, pp. 148-151 Child Growth and Development, Hurlock, pp. 171-184
Emotional development tends to go in cycles; intensity and timing of the phases are individual.	Have you ever watched the activity of 1-3 year olds? What emotional reaction might you notice in this age group? How will you handle problems of screaming, hitting, temper tantrum, fear of loud noises, strangers?	The Developing Child, Brisbane and Riker, pp. 198-211 Child Care and Development, Ames, pp. 110-112 Child Growth and Development, Hurlock, pp. 152-168 Today's Home Living, Hatcher and Andrews, pp. 451-458

Sub Generalizations	Learning Experiences	Resources
Discipline is necessary for learning conformance to social standards and the acquisition of responsibility and self-control.	Why is it important that methods of discipline suit the type of child? Give some general rules to keep in mind when disciplining. Role play disciplinary situations. Discuss "Spare the Rod and Spoil the Child." Sound Filmstrip - "Discipline and Punishment."	The Developing Child, Brisbane and Riker, pp. 215-244 Family Living, Duval, pp. 324,327 Child Care and Development, Ames, pp. 223-233 Threshold to Adult Living, Craig p. 258 "Child Care and Development Set II," Visuals, McGraw-Hill
The child who sees himself as a well-accepted person will behave with much more assurance.	How may parents foster better behavior and personality growth in a sensitive child? a placid child? the aggressive child?	The Developing Child, Brisbane and Riker, pp. 218-223 Child Care and Development, Ames, pp. 114-118
Emotional differences are noticeable between boys and girls.	List apparent boy-girl emotional differences at this age.	The Developing Child, Brisbane and Riker, p. 223
Play takes on a lot of meaning to toddlers, but their attention-span is limited.	Why does the toddler need toys to stimulate manipulative and investigative muscles? What is meant by parallel play? "Cooperative Play?" Should mother interfere in toddlers' quarrels? Review safety features of toys.	Young Living, Clayton, pp. 62-68 Child Care and Development, Ames pp. 236-240 The Developing Child, Brisbane and Riker, p. 252

Sub Generalizations	Learning Experiences	Resources
Toys need to provide for the child's developmental tasks.	Tots, Tasks and Toys	Learning Pac -- Bethlehem Area School District
	Pre-test	
Play is serious business to a young child.	Filmstrips "Toys and Activities for the Pre-School Child"	J. C. Penney, Inc.
	"Children Play"	Visual, "Child Care and Development, Set I, No. 102022, McGraw-Hill
	Transparencies	
	(1) Importance and Selection of Toys	3 M, Company
	(2) Growth and Developmental Patterns	3 M, Company
The plaything needs to be suited to the child's age and level of development.	"Play and Playthings"	Child Growth and Development, Hurlock, p. 241
	"Toys that Teach"	"What's New in Home Economics" January, 1972
	"Toys That Bring Joy and Challenge"	"Todays Health" December, 1971, p. 34
A toy should not be selected in haste.	Evaluation of toys for safety, durability, performance, and readiness of the child for the toy.	Safe Toys - 1973 U. S. D. A. Bulletin
	Read, "How Safe Are Toys"	"Forecast", November, 1971, p. 44
Entertainment should be simple and appropriate.	Collect samples of children's books. Visit the children's ward at the local hospital, when it is feasible, and read to children who are convalescing. Have a "Brain-storming" session to see how many different ideas for the children's parties the class can think up.	Enjoying Family Living, Cross, pp. 158-161 Child Growth and Development, Hurlock, p. 265
	Plan and carry out a party for 3 year old children.	

Sub Generalizations	Learning Experiences	Resources
Guidance is essential if children are to establish good habits.	List some evidence that children 1-3 want to do things for themselves. Name several reasons why children should be allowed to do things for themselves. List some ways of knowing what to expect of this age group. Role-play a right way and a wrong way of guiding a child habitually to pick up his toys. Discuss the importance of forming good habits. Write a brief report of why you think consistency and routine aid in habit formation.	Enjoying Family Living, Cross, pp. 150-155 Personal Adjustment, Marriage and Family Living, Landis and Landis, pp. 316-321 Introductory Homemaking, Cross, p. 171 Today's Home Living, Hatcher and Andrews, p. 44
Individual intelligence is shaped by inborn heredity and external environment.	What is intelligence? Some components of intelligent thinking are memory and reasoning. Name some others. How may an adult best guide the learning of a young child?	Child Care and Development, Ames, pp. 71-75, 345 The Developing Child, Brisbane amd Riker, pp. 229-245
The child programes from a few-word vocabulary at one year to 1000 words at three years.	How is speech development influenced by social, emotional and intellectual development? Describe how environment can effect word content and use in sentences. Should a child be exposed to "baby talk"? How should you talk to a child of 1-3 years of age?	The Developing Child, Brisbane and Riker, pp. 252-254 Child Growth and Development, Hurlock, pp. 137-150 The Developing Child, Brisbane and Riker, pp. 252-254 Child Care and Development, Ames p. 75

Concept VIII - The Child From Three to Six Years of Age

Major Generalization - The three to six year old developes into an interesting, trusting and yet frustrating little person.

Behavioral Objective - By orally discussing their nursery school the students will define their knowledge applicable to the 3-6 year olds development.

Sub Generalization	Learning Experiences	Resources
Physical growth maintains a reduced but steady pace. Motor abilities are quite well developed. Movements are smoothly coordinated.	What evidences indicate physical growth? (He climbs, jumps, stands on his head, skips, manipulates paints, crayons, hammers, bicycles. Skill and accuracy of finer muscles develop.) Do you think children this age should still be "routinised"? Discuss. At this age, right-handedness or left-handedness becomes evident. Discuss. this, as it often is a characteristic that disturbs parents. Do height, weight, proportion, posture, change greatly in this period? Explain. Should temporary teeth be filled? Why?	The Developing Child, Brisbane and Riker, pp. 257-270, 327, 331 "Your Child From One to Six" Publication 30, Children's Bureau U. S. Government Printing Office Washington, D. C. Young Living, Clayton, pp. 69-74 Child Care and Development, Ames, pp. 54-67 Child Growth and Development, Hurlock, pp. 128-133 Growth and Development of the Young Child, Hurlock, pp. 268-272
If mother works outside the home, special considerations are necessary.	Can a well-adjusted child be reared by a substitute? What factors determine the outcome? Panel discussion of working mother vs. non-working mothers.	The Developing Child, Brisbane amd Riker, pp. 259-265 Parents.

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Sub Generalizations	Learning Experiences	Resources
Mother's moral support and guidance are important in establishing routines for bathing and dressing.	Why must a child be reminded to wash his hands before a meal? Suggest positive ways to accomplish developing routines. Is mother's help still needed at bathtime? Skill charts -- habit charts	Child Growth and Development, Hurlock, p. 317
Clothes take on more importance at this age.	How can clothes be a moral booster? a means of group identification? or individual identification? Give examples of each. Interview pre-schoolers and determine "likes" and "dislikes" in clothing. Take pre-schoolers on a shopping trip.	The Developing Child, Brisbane and Riker, p. 271 Child Growth and Development, Hurlock, pp. 308-317
This is the age to begin guidance in clothes care.	How can you encourage a 3-6 year old to put things where they belong? Should mother "pick-up" after her child during these formative years? Do you know where your things are right now?	The Developing Child, Brisbane and Riker, pp. 273-276 Child Care and Development, Ames, p. 149-156 Child Growth and Development, Hurlock, p. 178-184
Appetite increases at the end of this period.	Why might you serve the four-year old away from the family table? What factors determine the amount of food needed? Plan a menu for a day in the life of a six-year old. What snacks should be offered? When? Why?	

Sub Generalizations	Learning Experiences	Resources
Most children sleep willingly, as much as eleven hours a night.	Are naps still taken by 4-5 year olds? Does this age like bedtime stories? How would you handle a child who wakes at night and wants to crawl into mother's bed?	The Developing Child, Brisbane and Riker, p. 276 Child Care and Development, Ames, p.p. 165-172 Child Growth and Development, Hurlock, p. 184
	Take 4-5 year olds to library and have them choose books.	
	Sound filmstrip - "Intellectual Development."	Visual, "Child Care and Development, Set II" - No. 102030 - McGraw-Hill
He is independent in his toileting habits.	Why may lapses occur to the 4-year old? Why may kindergarten cause a shift in a child's pattern? How can mother aid the child who cannot function with school facilities?	The Developing Child, Brisbane and Riker, p. 276
Enuresis may be a problem for some.	What might be the results of punishment for daytime bladder accidents? for bed-wetting? What positive steps should parents take to help the child?	The Developing Child, Brisbane and Riker, p. 277 Child Care and Development, Ames, p. 181 Child Growth and Development, Hurlock, pp. 188-190
The pre-schooler can be loving and affectionate.	Compare the emotional equilibrium of the four, five and six-year old. Considering the entire cycle of emotional development up to six years, give reasons for the "Out of Bounds" behavior of four and six. "Frequency of anger declines during the pre-school years; however, after-effects are more prolonged." Considering the growth cycle, give reasons for this statement.	The Developing Child, Brisbane and Riker, p.p. 281-289 Child Care and Development, Ames, p.p. 101-118 Family Living, Duvall p.p. 318-335 Exploring Home and Family Living, Fleck, Fernandez, Munves, p.p. 330-337

Sub Generalizations	Learning Experiences	Resources
	List some particular fears of this age. Review suggestions for coping with a child's fears. Compare the changing pattern of jealousy with this and the toddler age. List some advantages and disadvantages of competition. Case problems.	The Developing Child, Brisbane and Riker, p. 205 Child Growth and Development, Hurlock, p. 157 The Developing Child, Brisbane and Riker, p.p. 287-289 Child Care and Development, Ames, p.p. 214-218 Child Growth and Development, Hurlock, p. 159
Good discipline means education to do the right thing.	Recall an instance that you received punishment as a child. What effect did it have on you? Do parents act in a fit of temper? Note the reaction of children receiving praise. Do parents use bribes to reward good behavior? Buzz session. Questionaire - How would you react?	Child Growth and Development, Hurlock, p. 221-236 Personal Adjustment, Landis and Landis Child Care and Development, Ames, p.p. 223-233 Enjoying Family Living, Cross, p. 124
The influence of the home is modified by peers, teachers, and the community.	Why may nursery schools be good for first or only children? Compare the relations of parents and siblings with the four, five and six year old. What might be the harmful effects of "parent preference" of children in the family? Why? Why should parents avoid discussing a child in his presence?	The Developing Child, Brisbane and Riker, p.p. 289-320 Child Care and Development, Ames, p.p. 188-200

Sub Generalizations	Learning Experiences	Resources
Emotional differences continue to become more in keeping with the customs of the parents and others.	Why do girls often create less friction in the home?	The Developing Child, Brisbane and Riker, p.p. 290-293 Child Care and Development, Ames, p. 111 Personal Adjustment, Marriage, and Family Living, Landis and Landis, p.p. 318-321
The fourth and fifth years show an emergence of conscience and personal values.	What is meant by conscience? Why is it important? What determines the quality of conscience?	The Developing Child, Brisbane and Riker, p. 295 Child Care and Development, Ames, p. 91
Personality begins to take form.	List desirable and undesirable personality traits that you have observed in this age group.	Child Growth and Development, Hurlock, p.p. 321-336
	Sound Film-strip - "Anxieties of Children".	Visuals, "Child Care and Development, Set II, No. 102031, McGraw-Hill
The three-to-six year old is interested in doing things.	Compare the social relations among friends at four, five and six. What are some understandable reasons for the uncertainty of six? Discuss the case study of aggressive "Sammy". How might his parents be responsible for the fact that he is a bully? Should parents follow a "hands off" policy during group play? How should they handle play activities? What pets may a chidl this age want? Why? Are pets part of growing up?	The Developing Child, Brisbane and Riker, p.p. 298-305 Child Growth and Development, Hurlock, p.p. 279-286 Child Care and Development, Ames, p. 240 Thresholds to Adult Living, Craig, p.p. 263-266
Motor and emotional development influence are influenced by mental development.	Compare the pattern of intellectual development with physical and emotional growth. Why is creativity often resisted by school and society? How can parents foster this trait best?	The Developing Child, Brisbane and Riker, p.p. 307-315 Child Care and Development, Ames, p. 382

Sub Generalizations	Learning Experiences	Resources
Thoughtful reading selections become important. An appreciation of music and art begins to create an awareness of cultural heritage.	Trace the pattern of a child's reading interests and needs up to school age. How can parents instill music appreciation?	The Developing Child, Brisbane and Riker, p.p. 315-319
	Investigate reading materials available for a pre-school child.	Child Care and Development, Ames, p. 245
	Discuss the affect of T.V. on intellectual, social, and emotional development of the child.	
	Children's T.V. - "Your Voice Can Help" Results - "What You Think of Children's T.V."	Parade Magazine - December 3, 1972 - March 4, 1973
	Sound Film-strip - "Influences on Children".	Visuals, "Child Care and Development Set II, No. 102032 - McGraw-Hill
A good nursery school doesn't take the place of home; it adds to it.	Is a nursery school a "must" for the lonely, shy child? How can you handle a child's school reluctance?	Child Care and Development, Ames, p.p. 315-326 The Developing Child, Brisbane and Riker, p.p. 319-326
Year-to-year gain in motor development consists of added competence and perfecting skills. Divergence of interests and abilities become pronounced.	Describe motor development that takes place in this three-to-six period. Describe the changing pattern of play activities and preferences from three-to-six.	The Developing Child, Brisbane and Riker, p.p. 327-336 Child Care and Development, Ames, p. 240
	Give reasons why six-year-olds might use correct grammar and clear articulation. Why do you think the four-year-old is more talkative than the six-year old?	
	How does language indicate a child's ability to think?	Child Growth and Development, Hurlock, p.p. 147-150
	At the end of the unit, return to kindergarten to observe differences noticeable in the same child you reported on earlier.	Child Care and Development, Ames, p. 74

Concept IX - Play School Experience

Major Generalizations I - Children are individuals and have characteristics variable to the standards of their age.

Behavioral Objectives - Given examples of desirable child directing techniques the student will participate in a pre-school play situation and write observations in varying areas of development.

Sub Generalizations	Learning Experiences	Resources
Your relationship to a child will determine to some degree your ability to observe him objectively.	Observe and write an observation or log for a child. (Ex. younger brother, person for whom you babysit, or a neighbor).	Understanding and Guiding Young Children, Baker, Fane
	Observe a kindergarten group -- use observation sheet.	The Developing Child, Brisbane p. 17
	Cite evidences of each aspect of growth. Tell how they are alike and different in the same age group.	
Understanding more about growth and guidance of children helps us in guiding them, respecting them and enjoying them.	Develop a class list for suspensing group play: (1) Good Health - (a) proper clothes; (b) practice sanitary habits; (c) childs health projects; (2) Supervise for Safety - (a) check equipment to be sure it is safe; (b) watch child closely; (c) stand in position to prevent trouble	Understanding and Guiding Young Children, Baker, Fane, p. 139
Each child is unique in pattern and rate of development.	Define: (a) human development (b) physical development (c) social development (d) emotional development (e) intellectual development	
Rate and pattern of development is influenced by the environment.	Identify and discuss characteristics that are typical of 3 and 4 year olds. View films, "The Terrible Two's and Trusting Threes", "Frustrating Fours", and "Fascinating Fives", for examples of differences in each aspect of development and variations in child care procedures at different age level.	Visuals, Rentals -- McGraw-Hill

Sub Generalizations	Learning Experiences	Resources
An important value of play for children is to establish social relationship with each other.	Define: Parallel Play Group Play Role play these 2 types of play. List advantages and disadvantages of each.	These Are Your Children, Scott, Foresman, p. 92-93
Firmness with friendliness is the basis of good discipline - good discipline means education to do the right thing.	Present several unfinished situations- Have students complete "What would you do?" Bulletin Board - discipline. Recall an instance that you received punishment as a child. What effect did it have on you? Do parents act in a fit of temper? Note the reaction of children receiving praise. Do parents use bribes to reward good behavior?	Teachers Guide to Understanding and Guiding Young Children, p.p. 58, 151-153 Child Development, Hurlock, p.p. 221-236 Child Growth and Development, Ames, p.p. 223-233
Give the child plenty of time to finish his play if it is possible.		
Make desirable behavior interesting.	Develop games or gimics to get child involved.	
Encourage the child to be independent.	List examples of how you can teach a child independence: Ex: (a) let child put on boots; (b) if child spills water let him wipe it up himself.	Understanding and Guiding Young Children, Baker, Fane, pp. 114-117, 144-145
Let children use all art media such as paints, clay, crayons, and collage materials as avenues to self-expression. Depend on motivating the child by encouragement and approval. (Children receive satisfaction from doing things with an approving adult.)	List words which denote independence. Define: Creativity	The Developing Child, Brisbane p.p. 313-315

Sub Generalizations	Learning Experiences	Resources
Teaching skills should be directive not forceful.	Define guidance and give an illustration of a person guiding a child. Define positive guidance, give example of how a situation may be handled by positive and negative guidance. Compare reactions of children to positive and negative guidance.	Illinois Teacher, Volume 13 - # 1, September, October, 1969
Positive guidance give direction to behavior and arouses less resistance in the child.	Role Play: How would you direct? (a) If a child is throwing sand. (b) Child is riding bicycle in forbidden area. (c) Etc.	
Use a quite, confident tone of voice, using simple words. Give your directions in as few words as possible.	List words on board which should be avoided: ex: must, never, bad.	
Offer the child a choice only when you intend to leave the choice up to him.	Observe a student making conversation with a child who is unfamiliar to him. List direct statements: Ex: (1) It is time for us to go now; (2) We need to pick up the toys.	

Concept IX - Play School Experience

Major Generalizations II - Physical growth of the 3-4 year old is reduced but the child maintains a steady rate of development.

Behavioral Objective - Given the areas of visual-motor coordination and gross-motor development the student will develop activities which will determine the degree of growth in each child.

Sub Generalizations	Learning Experiences	Resources
Visual-motor coordination is the ability to direct eye movements and coordinate eye-hand movements.	Activities: Skip rope Hop on one foot and on both feet with eyes open and closed. Hopscotch Roll and catch a hoop Walk a line drawn for him Cutting and pasting pictures Hi-water, Low-water, rope jumping Skipping Throw and catch a bean bag or ball Simple baseball Twister-game Match a shape-game Toss and catch game - toss object attached to cane w/applying in an attempt to catch the object Bolt - Board - distinguish among sizes Hammering nails - styrofoam Child can build, glue, or hammer pieces that break off. Sand boxes Roller skates Sliding board, ladder or walking board Tunnel of Fun, see-saw Tricycle, Scooter Tumbling Mat Rubber Quoit Set Hoops	

Sub Generalizations	Learning Experiences		Resources
Gross-motor development is the ability to coordinate large muscle movement.	Activities:	Lift and place game Lift styro foam balls, plastic pans, etc., with tongs. Finger painting - helps develop small muscles in the fingers and hands as well as larger muscles necessary for sweeping movement. Potato prints - using potato as a stamp printed in poster print helps develop muscular control necessary for the stamping technique. Crayon shaving prints - fine muscle control to shave crayons and larger control to press the shavings between 2 sheets of paper using warm iron. Play store - use cash register Use empty, clean ban roll container- put tempera paint inside - child use as magic marker.	

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Concept IX - Play School Experience

Major Generalization III - Language is a pre-requisite for almost all learning, therefore, it is essential that children develop some facility in its use.

Behavioral Objective - The student will develop and conduct activities that are applicable to the intellectual development of the pre-schooler.

Sub Generalizations	Learning Experiences	Resources
Understanding develops gradually in the preschool child.	Listening Skills: Simon Says Messanger Boy Relay Races Unfinished Stories Children identify recorded sounds Rhymes-teacher makes up rhymes and children repeat them Recognizing people by their voices	
Children are great imitators.	Imitating sounds of toys, animal,people, machines, rain, wind Listening to the refrain in a poem or a story and repeating it, as "he huffed, he puffed." Stories-subject of: Nature The Child's World Machines Everyday Experiences Holidays and Special Days Fun or Nonsense Stories Human Relations Classics Mother Goose	

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Sub Generalizations	Learning Experiences	Resources
Expression of Ideas may be verbal or motor.	A. Verbal (1) Have children explain the situation or make up stories about pictures from magazines, etc. (2) Play "Name Game" - Have chilcren guess what they are by the clues given them by their peers. They have pictures pinned on their backs. (3) Encourage "show and tell" or "sharing" of experiences and things. (4) Play "traffic signals" - signs made by students. B. Motor (1) Pantomine-activities such as shoveling snow, raking leaves, running, swimming, etc. (2) Play music, Nutcracker Suite or Mexican Hat Dancer and have children move to the music.	
Associations are madc with the child's environment.	A. Opposites - cotton is soft, a stone is _____. B. Comparisons: (1) Compare different places - home/school, living room/kitchen (2) Compare himself to a friend - use 2 way mirror (3) "Tell me all the things you can name that ---- have wheels, are red, you pull on over your head, etc." (4) Take a box of junk -- pair up everything and tell why it goes together. (5) Play "What if" ... We couldn't talk -- The bus had a flat tire. You had a broken arm. (6) Name things: That get shorter with use That get hard when left outside That get soggy when wet, etc. (7) Have children act out verbs while others as audience guess. i.e. run, jump, peek.	

Sub Generalizations	Learning Experiences	Resources
Directives are either spoken or shown to a child.	A. Auditory 1. Riddler a. Find your nose, touch your _____. b. See the bunny, he looks _____.	
	B. Visuals 1. Make your own dot to dots-draw them on oak tag, punch the holes and use them for sewing cards.	
	2. Dip string in paint-put it on a paper, fold the paper and pull out string. Open paper and discuss or write. What is it?	
	3. Use the technique with paint globs on folded paper (watch it-you'll get a lot of butterflies on this one).	
	4. Cut geometric shapes and see what children will create by pasting them on paper.	
	5. Paste magazine pictures on construction paper. Cut it up into several pieces - Instant jigsaw puzzles.	
	6. In the same manner - Cut picture up first and paste them on paper-then ask what it is?	
Develop a child's creativity by being suggestive, not authoritative.	7. Let children be creative by cutting out pictures and putting different heads or bodies with different pictures -- A kangaroo	

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Sub Generalizations	Learning Experiences	Resources
Memory allows the child to gain a sense of relationship of object to object or person to person.	A. Visual 1. Cut up newspaper cartoons and let children put them in order. 2. Begin a pattern of shapes and colors (or both) have children continue it. B. Auditory 1. Read simple story and have children act it out. (This is most effective kind of creative dramatics.) 2. Play "I'm going on a trip" - Teacher begins - "I'm going on a trip and I'm going to take a <u>football</u> - (oh yes, I almost forgot, a football and my toothbrush. Children continue from that point adding to the list, always saying the list first. This game <u>itself</u> has numerous variations, using rhyming words, beginning sounds, etc. 3. Vary the format of # 2 using -Grocery List -Telephone Numbers -Vegetable Soup -On my way to school -At the zoo -Giant garden (nonsense words)	

Concept IX - Play School Experience

Major Generalizations IV - The preschooler needs opportunities to release his feelings, and because he does not always know the words for expressing his feelings, he often uses active, creative play to find his release.

Behavioral Objective - Keeping in mind the typical emotions of early childhood anger, fear, shyness, jealousy, happiness, affection, and curiousity, - the student will develop and instruct activities which will serve as emotional outlets.

Sub Generalizations	Learning Experiences	Resources
Children possess a vivid imagination.	Have children tell a story of something they did recently. Show pictures to children and get reaction. These pictures may be taken from "magazines, books, photos, etc.". Use puppets to portray different emotions. Field trips - Cafeteria, hospital, library, bandroom, etc.	
"Show and Tell" creates a feeling of togetherness and belonging.	Plan a pet show or bring in a kitten or puppy. Free or creative activities such as finger painting, play-dough, or free play period. Musical games and instruments. (jingle bells, triangles, maracas, sand blocks, tambourines, drums, tom-tom.) Hammering pegs, emotional outlets.	
Children need to rest.	Rest time - Play soothing music on record player.	

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Concept IX - Play School Experience

Major Generalization V - Children are not born social or unsocial but they are rather made that way by the type of early experiences they have with people.

Behavioral Objective - The student will develop guidance activities which will help children like each other more.

Sub Generalizations	Learning Experiences	Resources
Independent play develops a concept of self-accomplishments.	Independent play-in sand box or games and toys shelf. Show and tell by. Puppets	
Acting portrays the relationship of family units, and friends.	Have children dress up with old clothing out of bags and watch what they do. Be sure to use politeness when speaking to a child. Parties - Children may perform specific duties. Games - Farmer In The Dell Skits to emphasize manners. Mattel-Preschool-Talking Pictures Schoolhouse About Me - tells about the body, feelings and manners. Let children play in homemaking area. Post signs around room on manners.	

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